DOCUMENT RESUME

ED 237 126 JC 830 500

TITLE	A Comprehensive Review of Credit Instructional Programs Offered by Pasadena City Colleges, 1981-1982. Volume I. Summary Report.
INSTITUTION	Carvell Education Managment Planning, Inc., Los Angeles, Calif.
SPONS AGENCY	Pasadena Area Community Coll. District, CA.
PUB DATE	May 82
NOTE	116p.; For Volume II, see JC 830 501.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Statistical Data (110)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Community Colleges; Credit Courses; *Evaluation Criteria; *Evaluation Methods; *Institutional Characteristics; Institutional Evaluation; Productivity; *Program Evaluation; Self Evaluation (Groups); Two Year Colleges

ABSTRACT

The first part of a report on a comprehensive review of the credit instructional programs offered by Pasadena City College (PCC), this volume provides a description of the evaluation procedures used, and a discussion of general issues that are major considerations for program improvement. Section I introduces the program review in terms of its objectives, limitations, characteristics, and general procedures. Section II focuses on issues at PCC affecting program review and instructional planning, including changing demographic patterns in the community; changing enrollment characteristics; PCC's educational goals; organizational climate; staff perceptions; organizational considerations; program quality; the need for a consistent management information system; and technical steps for implementation of a program review. Finally, general observations about PCC credit programs are made, including PCC faculty load comparisons; program balance; the master summary of program review outcomes by taxonomy of programs (TOP); and analyses of TOP's by size and growth patterns and in relation to PCC patterns. Survey instruments, departmental data, guidelines for the program review task force, and an analysis of programs at variance with PCC averages are appended. (LAL)

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SUMMARY REPORT:
A COMPREHENSIVE REVIEW OF CREDIT INSTRUCTIONAL PROGRAMS OFFERED BY PASADENA CITY COLLEGE, 1981-1982

VOLUME I

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SUMMARY REPORT: A COMPREHENSIVE REVIEW OF CREDIT INSTRUCTIONAL PROGRAMS OFFERED BY PASADENA CITY COLLEGE, 1981-82

VOLUME I

Prepared for: The Board of Trustees and
The Office of Instruction
Pasadena Area Community College
District

Prepared by: CARVELL Education Management
Planning, Inc.
Fred Carvell
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Los Altos, CA
May 1982

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PREFACE

This report is one of two volumes prepared by CARVELL Education Management Plannning, Inc. of Los Altos, CA for the Pasadena Area Community College District. The study undertaken by the consultants was to design and execute a comprehensive review of credit programs offered at Pasadena City College (PCC). The complexity of such an endeavor necessitates that several levels of information be organized and presented. Even though instruction is the central purpose of a community college, the outcomes of a program review have potential implications for all other administrative and support functions in the college. Many aspects of the institution affect the quality and level of educational services that are provided. However, by design, this program review was limited to credit instructional programs. Therefore, many issues that can impact the number and type of instructional programs that are offered could not be addressed within the limited scope of the study. This does not mean that they are not important or should be avoided as part of the continuous institutional and program planning that will be undertaken by PCC.

The results of the program review are presented in two volumes.

Volume I: Summary Report: A Comprehensive Review of Credit Instructional Programs Offered by Pasadena City College, 1981-82

Volune II: Technical Report: Outcomes of An Independent Program Review and Guidelines for Implementation of A Program Review Model

Volume I contains a description of procedures used and general issues that the consultants believe are major considerations for the continued improvement of instructional programs at PCC. This volume is intended for general readership within the college and other persons interested in program improvement.

Volume II contains a technical description of collection and assembly procedures for the six data elements used in the program review model and the outcome of the application of the program review model on 115 individual credit instructional programs called TOPs (Taxonomy of Programs) offered at PCC. This volume is intended for the PCC Office of Instruction, program managers, department chairpersons, and instructional planners within the college, including faculty.

Acknowledgements

The consultants were charged with making independent observations about PCC instructional programs, but such a task would not have been possible without the candid and trusted treatment afforded them by the college staff throughout the study. Especially helpful were administrators and staff in the Office of Instruction, Student Personnel Services, Business Services, and Department Chairs. The staff of the computer center and other administrative services provided information for which we are grateful.

Special appreciation is extended to the Task Force members who worked with us during the study. Their personal and professional commitment to the project were invaluable to the outcome of the study. They are a credit to PCC and an important professional asset to the college which should be tapped during future program review efforts.

Fred Carvell and Joan Barnes Carvell conducted the study jointly. They were assisted by Donald B. Medley, Chairperson of the School of Business Administration, Computer Information Systems, California Polytechnic University, Pomona.

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SUMMARY REPORT: A COMPREHENSIVE REVIEW OF CREDIT INSTRUCTIONAL PROGRAMS OFFERED BY PASADENA CITY COLLEGE, 1981-82

I Introduction to Program Review

This summary report contains a description of the background, objectives, procedures used, and general outcomes of a program review conducted by Carvell Education Management Planning, Inc. of Los Altos, CA for Pasadena City College (PCC). The study effort covered a six month period beginning in December 1981 and ending in May 1982.

The program review was limited to credit programs. The consultant team worked closely with the Pasadena City College Office of Instruction throughout the process. The program review was abetted by a twenty person Program Review Task Force appointed by the College President. The names and positions of persons who served on this Task Force appear on the frontispiece of this report.

The major functions of the Task Force were to provide the consultants with information and assistance on the following aspects of the study.

1. Planning and implementation of data collection activities
2. Provide assistance as resource persons on issues related to program review
3. Assist in the interpretation of study findings
4. Assist in the development of ideas and suggestions for further application of program review procedures at PCC

The Task Force was not required to concur with the independent conclusions and observations of the consultants; however, their input during the program review process was a valuable contribution to the quality of the outcomes contained in this report.

Organization of This Report

In order to make this report as short and useful as possible, technical material and working papers were delivered under separate cover to the Office of Instruction. Technical information on how to set up and implement an ongoing program review at PCC is contained in a separate report.

This summary report is intended for use by the board, administration, faculty, and interested parties rather than as a technical document. As such, this report contains material that is organized in the following sections.

- Major objectives for program review conducted by the consultants for PCC
- Description of the general chracteristics of the program review model and the major activities and procedures used during the study
- General observations and considerations deemed important by the third-party consultants about program planning and review at PCC
- Specific comments and suggestions for program planning in relation to credit programs covered by this program review.

MAJOR OBJECTIVES OF THIS PROGRAM REVIEW

Program review is a process of systematically gathering and analyzing comparative data about the effectiveness and efficiency of defined instructional programs. At PCC this process was focused on credit instructional programs. Credit courses offered by PCC were grouped by related disciplines or subject areas defined by the Chancellor's Office, California Community Colleges (CCC) according to Taxonomy of Programs (TOP). This unit of analysis was used because many of the mandatory reports submitted to the CCC must be organized by TOP. Furthermore, TOPs provide a means of making certain comparisons on program performance with published information from other California community colleges.

Generally program review has two related objectives; first, to improve programs and, second to assess the effectiveness of programs in meeting defined standards of performance. In addition to these broad objectives, the major objectives of the program review conducted by the consultant team at PCC were:

1. To design and implement a systematic and comprehensive method for collecting, assembling, and analyzing program data on credit instructional programs offered by PCC so that comparative levels of effectiveness and efficiency could be determined

2. To develop and implement a survey of PCC faculty and administration to gather information and ideas related to goals, organizational climate, and perceived need for various institutional and instructional resources

3. To organize and present the results of program review in a usable fashion along with independent observations on the instructional programs included in the study

4. To provide technical guidelines for the development and implementation of program review procedures for future use at PCC

5. To provide requested consulting assistance for designated administrative units at PCC pertaining to program review or credit programs.

Limitations of This Program Review

The limitations of this program review fall into two categories; those limitations inherent in any single program review model and those limitations specifically found in the operational circumstances at PCC during the time period in which this program review was conducted. Both types of limitations are described below.

In light of the stated objectives, the following limitations for the interpretations and use of the program review results must be noted.

- This program review deals with existing credit instructional programs at PCC and can be used to assess their general efficiency or effectiveness, but will not indicate whether other instructional programs should be offered. The latter determination requires other analysis such as community or employer needs assessments.

- This program review is not a system for assessing the performance of individual faculty members or administrators.

- The data used to conduct the quantitative portion of this program review were taken from existing program information and computer files of PCC. These data are related to information that should be reported annually to the CCC. The consultants made every effort to verify information and eliminate inconsistencies found in the data, but incompleteness, omissions, or errors in base program data are those inherent in the records and files of PCC.

- Although the consultants conferred with administrators and staff members of all organizational units of the college, the program review does not apply to operations or services outside of instruction, nor does the program review provide a direct assessment of current administrative structure in the institution.

- The issue of quality or excellence in instructional programs is not measured directly by program review alone. Although program quality is reflected in several factors used in the program review model, direct measurement is not made. Efforts were made during the study to obtain information that helped to identify the quality of instructional programs. Comments on this issue are in a later section of this report.

Other specific limitations or special circumstances found at PCC that should be considered when interpreting the outcome of this program review are noted appropriately in the body of the report.

CHARACTERISTICS OF THE PROGRAM REVIEW USED AT PCC

The major characteristics of the program review model used at PCC were as follows:

1. The unit for analyzing credit instructional programs at PCC is the TOP as defined by CCC.

2. All credit courses offered at PCC were assigned to a TOP. Some 1,200 courses were grouped into 115 TOPs. Of this total, 110 had active student enrollments during the Fall 1981 semester.

3. The program review model includes collection, assembly, and analysis of data related to six factors for each TOP.

   - Weekly Student Contact Hour (WSCH) Trends: This includes all WSCH generated in classes, labs, or other modes of instruction offered within a TOP.

   - Faculty Load: This is the ratio of WSCH per Full-Time Equivalent Faculty assigned to teaching courses within a TOP and is expressed as WSCH/FTEF.

. Class Size: This is the average number of students enrolled per section in each TOP.

. Student Grade Patterns: This is the percent of passing grades issued to students who are enrolled at the end of the course (end count), including courses that started after the regular semester began.

. Student Retention: This is based on the percent of students enrolled at first census who finish (end count) at the end of the course, including mini-courses that start and/or end within a regular semester.

. Assigned Cost of Instruction per Annual Contact Hour: Actual instructional expenditures for 1980-81 were used in this analysis. Only one fiscal year was used in this analysis due to the difficulty of obtaining and allocating instructional costs by TOP. Capital outlay was excluded from the analysis. The PCC Business Office and Department Chairs participated in the determination and allocation of instructional expenditures by TOP.

The accuracy of the financial data is a function of the care with which Department Chairs and the Business office at PCC compiled and provided information to the consultant team. Designated instructional expenditures were then computed on the basis of annual contact hours for each TOP by the consultant. Procedures used for this purpose are described later in the report.

These six factors are standard items included in community college management information systems (MIS). The first five of these factors are usually reported annually to the CCC; however, expeditures by TOP are not currently required. All of the factors used at PCC were among criteria utilized by the Association of California Community College Administrators (ACCCA) during workshops on program review and evaluation sponsored during 1979-80 and 1981-82.

4. Data related to these six factors were obtained from PCC computer files or business records. Information was assembled for a historical base period (a four semester period beginning with Spring 1980) and Fall 1981 which was used as the current period for analysis because it was the most recently completed semester at the time this program review was initiated.

It is essential to note that some of the information related to factors for program review, such as Weekly Student Contact Hours (WSCH), were compiled or maintained by several offices in PCC, namely, the office of Instructional Resources, Institutional Research, and Admissions office. The consultants found that the WSCH counts used by each of these offices did not always match for the time periods covered becauses of differences in methods of compiling data and the use of computer printouts with different dates. In order to ensure the most complete and consistent information possible, the consultants used printouts

provided by the office of Instructional Resources or those specially run for the program review by the PCC computer center.

Furthermore, during the six month period of this review, PCC was in the process of changing from one computer system (Burroughs) to another (Hewlett-Packard). Thus, it was not possible to obtain printouts or reruns of earlier data sheets for some review factors except those available from the office of Instructional Resources.

5. The consultants assembled the quantitative data for the base period and the current semester for each of 115 TOPs. Figure 1 shows the format of the summary sheet for each TOP. Completed summary sheets for each TOP are contained in the technical report submitted to the Office of Instruction (Volume II).

6. The analysis of credit instructional programs was comprised of three elements.

   . A quantitative comparison of the current semester performance on each of the six review factors for each TOP against its own performance during the historical base period.

   . A quantitative comparison of the current semester performance of each TOP with the college performance or average for each of the six review factors and a composite score that combines the weighted value of the six factors in a single figure. The weighted value of each factor was assigned by the Task Force.

   . The quantitative data were augmented by information gathered by the consultants through personal interviews with department chairs, administrators, selected faculty members and staff members, tour of facilities, review of records and documents related to instructional programs and student characteristics, and a faculty/administrator written survey that was administered during the study.

GENERAL PROCEDURES USED FOR PROGRAM REVIEW AT PCC

Within the limits of the time and resources allocated by PCC for this program review, the general procedures used by the consultants during the study were as follows.

1. Liaison was established with the Office of Instruction. All meetings, written surveys, and program review activities were coordinated through this office.

2. The consultants met and conferred with the Program Review Task Force monthly to plan and carry out data collection and interpretation of findings.

3. Periodic meetings were held with department chairs as a group and individual interviews were held with all chairpersons to obtain firsthand information on program needs.

Figure 1

SUMMARY OF TOP REVIEW DATA

TOP No: _____ Review Period: Fall 1981

TOP TITLE: _____

REVIEW FACTOR	COLLEGE PERFORMANCE Base Data	COLLEGE PERFORMANCE Current	TOP PERFORMANCE Base Data	TOP PERFORMANCE Current Data	Raw Score X	Assigned Weight =	Weighted VALUE
1. WSCH Trend	1,959	2,114				15	
2. Class Size	32.7	35.0				16	
3. WSCH/FTEF (Faculty Load)	524	548				21	
4. Student Grade Pattern (% Passing)	92.6%	90.4%				13	
5. Retention Rate (% Completion)	70.7%	72.3%				18	

			Current/ Data Base	Raw Score College/TOP	Adjusted Value		
6. Assigned Costs of Instruction per Annual Contact Hour	$2.095	$2.095	/	/		17	

COLLEGE AVERAGE RATING SCORE: 103.5 COMPOSITE TOP WEIGHTED VALUE SCORE: _____

Special Comments About TOP:

Shaded area indicates college performance for base period and current period for comparison with individual TOP performance.

Weighted values assigned to each factor by the College Program Review Task Force.

4. Formal interviews were conducted with administrators in each organizational unit at PCC to identify issues and obtain information germane to program review.

5. Informal discussions were held with the President of the Faculty Senate during the study and a formal presentation was made to the Executive Board of the Faculty Senate to inform them about study progress and methodology.

6. A written survey was developed and administered to all full- and part-time faculty and administrators. A total of 366 responses were received from 702 forms that were distributed. Table 1 shows the number and percent of survey forms that were returned by various types of PCC staff. A sample of the survey instrument containing the response patterns of the total group to each question appears in Appendix A.

Summary tables and Task Force interpretations of survey response patterns by various subgroups are contained in Appendix B. Selected representative comments appearing on survey forms have been organized by topic and presented in Appendix C. The latter comments add insight to the statistical summaries appearing on the tables shown in Appendix B.

Table 1

PATTERN OF RESPONSES TO FACULTY-ADMINISTRATOR CONFIDENTIAL SURVEY AT PASADENA CITY COLLEGE, 1981-82

Type of Survey Respondent	Number of Forms Distributed	Number Returned	Percent Returned
1. Full-time Faculty (Contract)	340	213	63%
2. Part-time Faculty (Hourly)	300	98	33%
3. Administrators/Managers	26	19	73%
4. Department Chairs	19	17	89%
5. Counselors	17	13	76%
6. Others/Unidentified	--	6	--
Total Responses	702	366	52%
Contract Staff Responses	(402)	(268)	(66%)
Hourly Staff Responses	(300)	(98)	(33%)

Source: Compiled by Carvell Education Management Planning, Inc., January 1982.

II Issues at PCC Affecting Program Review and Instructional Planning

This section of the report contains major issues that were identified during this study as having an impact on program planning and review. The ten topics are general in nature and are outside the specific technical aspect of reviewing individual credit instructional programs. However, they are included here because they can affect the quality of programs offered by PCC as well as the efficiency with which instruction is offered. Some of the issues are common to community colleges in California, but the basis for being included in this section is because they are deemed important to PCC.

Some of the issues and the subtopics related to each have been identified in other institutional documents, such as the Self Study Report prepared in 1980; other topics arose during the current study and were not found elsewhere. In any event the consultants attempted not to rehash information found in reports already known to the PCC Office of Instruction.

The ten issues considered most relevant to this program review by the consultants are:

1. Changing demographic patterns in the community served by PCC
2. Changing PCC student characteristics
3. Need for review of PCC educational goals
4. Organizational climate and program review
5. PCC staff perceptions of essential instructional resources
6. Organization for instruction
7. Program quality versus efficiency
8. Need for a consistent Management Information System (MIS)
9. Technical steps related to implementation of program review
10. Consultant general observations about instructional programs.

Consultant observations along with Task Force comments on items 1 through 9 are in this section. General observations about instruction appear in Section III and specific comments about individual TOPs are contained in a separate technical report (Volume II). The format of the text used in the remainder of this section is divided into two parts on each page. On the left side, the major issue and subtopics are outlined with information that defines the problem. On the right side of each page are consultant comments or observations on the issue. In some cases a suggested course of action is outlined. The latter are numbered and presented in all capital letters.

It should be noted that due to the format used to present the major issues affecting credit instructional programs at PCC, both the supporting statements and the consultant observations contained in this section are succinct. The purpose of including these issues in this report is to draw attention to factors that must be addressed as part of ongoing program planning and review at PCC rather than to present detailed explanations or provide specific recommendations.

1. CHANGING DEMOGRAPHIC PATTERN IN THE COMMUNITY

Factors Related to Issue	Consultant Observations and Suggestions

District population trends have changed during the past decade. The following patterns appear to be critical to PCC program planning during the 1980s.

- District population forecasts show a moderate but steady growth pattern through the 1980s. In 1977, total district population was 354,082; by 1985 it is projected for 367,700 and by 1990 it will be 375,200.

- District population growth is expected to be accompanied by the following changes in demography:
  - The White Non-Hispanic population is aging and will decrease as a percent of the total. In 1977, this group was 61.5% of the total, down from 78.6% in 1970.
  - The number of Blacks doubled between 1970 and 1977 when they constituted 17.6% of the total. Recent evidence indicates that there has been an out-migration of young Black men and young Black families from the district.
  - The Hispanic population grew from 9.0% to 15.9% in the district between 1970 and 1977. This population group is expected to grow rapidly during the next decade.
  - Asians have had a rapid growth rate during the past five years. Previously, this group was largely Japanese, now it is believed to be swollen by Filipino and Southeast Asian immigrants.

Available population data and projections show that, in absolute terms, the White Non-Hispanic population may become a minority to the combined other ethnic groups residing in the district by the end of the decade. Women will continue to be a dominant factor in the population pattern of the district.

If projected population trends materialize, PCC may not incur any serious decline in the number of students who wish to enroll, but it could be confronted by substantial increases in demand for programs and services that have not been required in the past.

1. IN LIGHT OF THE RECENT POPULATION AND DEMOGRAPHIC SHIFTS IN THE DISTRICT, PCC SHOULD INITIATE A CONCERTED AND CONSTANT RESEARCH EFFORT TO MAINTAIN UPDATED COMMUNITY DEMOGRAPHIC DATA AT THE COLLEGE. SUCH INFORMATION SHOULD BE COMMUNICATED TO THE FACULTY AND COUNSELING STAFF AS PART OF THE ONGOING PROGRAM PLANNING AND REVIEW PROCESS.

Demographic data taken from PCC Self-Study Report and updated census data for 1980.

2. CHANGING PCC STUDENT ENROLLMENT CHARACTERISTICS

Factors Related to Issue

PCC has generally served a student population that closely matches the district demographic pattern. Student characteristics have not changed dramatically in any one year, but the cumulative change between 1975 and 1981 was significant in many ways. These are highlighted on Table 2 and noted below.

- Foreign student enrollments have increased.
- Veteran student enrollments have decreased.
- Women students now outnumber men at PCC.
- New/first time students and re-entering students have increased while the percent of continuing students has actually declined 18%.
- Postgraduate students increased by 29% (3 times faster than entering fresmen) while sophomore students actually decreased in number.
- Day and day/evening enrollments have increased by about 11% while evening enrollments gained by 3.7%.
- Between 1977 and 1981, Hispanic students increased by 90.6%, Asian/Pacific enrollments increased by 111.4%. Little growth occurred in White enrollments, but Black enrollments actually decreased by 4.3%.

Data taken from reports by PCC Student Personnel Services and Institutional Research.

Consultant Observations and Suggestions

If PCC enrollments continue to follow historical trends, the demographic characteristics of the student population could change more dramatically in the 1980s than they did in the 1970s. If so, demand for certain programs and services could change accordingly. These changes could affect English as a second language, all language proficiency courses, developmental math and reading classes, student learning resource center and tutorial services, testing services, educational and vocational counseling, the need for more prerequisite courses, financial aid and job placement services, and child care services. (Not listed in priority order)

Despite the increasing average age of PCC students (about 30), enrollment data suggest that the largest single age group during the day is still under the age of 25. Thus, the day faculty deals with traditional college aged students, albeit that more are women or are from minority ethnic groups than were in 1975.

2. IN THE FACE OF SIGNIFICANT STUDENT CHANGES AT PCC, IT IS SUGGESTED THAT STUDENT PERSONNEL AND RESEARCH CAREFULLY EXAMINE AND MONITOR STUDENT ENROLLMENTS FOR DAY AND EVENING TO DETERMINE WHAT, IF ANY, IMPACT SUCH CHANGES HAVE ON DEMAND FOR INSTRUCTIONAL PROGRAMS AND STUDENT SUPPORT SERVICES.

Table 2

COMPARISON OF STUDENT CHARACTERISTICS TO ILLUSTRATE THE CHANGING STUDENT POPULATION SERVED BY PASADENA CITY COLLEGE, 1975-1981

Selected Student Characteristic	Fall 1975 Number	Fall 1975 Percent	Fall 1981 Number	Fall 1981 Percent	Percent Change Between Years
Citizen Status:					
Not a U.S. Citizen	1,401	6.9%	3,071	14.1%	+ 119.2%
Foreign Student	213	1.1	518	2.4	+ 143.2
Marital & Veteran Status:					
Married	7,149	35.5	--	--	--
Veteran	3,429	17.0	403	1.9	- 88.2
Sex:					
Men Students	10,081	50.1	9,804	45.0	- 2.7
Women Students	10,049	49.9	11,962	55.0	+ 19.0
Age Pattern:					
Age 20 or Younger	7,302	36.3	7,680	35.3	+ 5.2
Age 21 to 34	8,814	43.8	9,688	44.5	+ 9.9
Age 35 or Older	4,014	19.9	4,398	20.2	+ 9.6
Student Status:					
New/First Time Entering	6,832	33.9	8,906	40.9	+ 30.4
Re-entering	3,517	17.5	4,883	22.4	+ 38.8
Continuing	9,781	48.6	7,977	36.6	- 18.4
Grade Level:					
Freshman (under 30 units)	13,556	67.3	14,596	67.1	+ 7.7
Sophomore	3,846	19.1	3,646	16.7	- 5.2
Postgraduate	2,728	13.6	3,524	16.2	+ 29.2
Time of Day Enrollment:					
Day or Day/Evening	12,066	59.9	13,405	61.6	+ 11.1
Evening	8,064	40.1	8,361	38.4	+ 3.7
TOTAL ENROLLMENTS	20,130	100.0%	21,766	100.0%	+ 8.1%

Ethnic Composition of Students:	Fall 1977 *		Fall 1981		% Change
White (non-Hispanic)	12,584	64.3%	12,798	58.8%	+ 1.7%
Black	2,706	13.8	2,590	11.9	- 4.3
Hispanic	1,302	6.6	2,481	11.4	+ 90.6
Asian/Pacific	875	4.5	1,850	8.5	+ 111.4
Other/Unknown	2,107	10.8	2,047	9.4	- 2.8
TOTAL ENROLLMENTS	19,574	100.0%	21,766	100.0%	+ 11.2%

* Note: Ethnic data were used for Fall 1977 (First Census) to coincide with Student Characteristics and Enrollment Patterns 1977-1981 prepared for PCC Student Personnel Services by the Institutional Research Office. Other data were taken from first census reports compiled by PCC for years shown.

Change of 75% or More Change of 25 to 74% Change of 10 to 24%

3. NEED TO REVIEW PCC EDUCATIONAL GOALS

Factors Related to Issue

Seven educational functions are listed in the PCC Bulletin for 1982. The college staff was surveyed to determine their attitudes toward these goals. Highlights of the results are:

- Highest priority was given to three goals: General Education, College Transfer, and Occupational Preparation programs.
- Developmental Education, Continuing Education, & Community Services were deemed less essential than the previously noted educational goals of the college.
- The Guidance function was considered to be essential by a larger percent of administrators, department chairs, & counselors than faculty.
- With few exceptions, there was consensus that many students, community citizens, and the PCC Board of Trustees did not understand fully or support PCC goals.
- There was little support for the expansion or addition to existing PCC goals.
- There was concern expressed that PCC goals had not been examined recently or that priorities for such goals had been established with faculty or community input.

Consultant Observations and Suggestions

The essential part that defined and agreed upon educational goals can play in the allocation of institutional resources does not appear to be understood or agreed upon at PCC.

Once educational goals are established and confirmed, all educational programs and institutional services should be examined in light of their importance and contribution to one or more established PCC educational goals.

3. PCC SHOULD INITIATE AN EFFORT TO REVIEW ITS EDUCATIONAL GOALS AND FUNCTIONS AND ESTABLISH THE PRIORITY OF SUCH GOALS. INPUT FROM ALL SEGMENTS OF THE COLLEGE (administrators, faculty, & students) SHOULD BE SOUGHT IN THIS PROCESS AS WELL AS INPUT FROM VARIOUS SECTORS OF THE COMMUNITY.

Once educational goals are reaffirmed or revised, strong efforts to communicate the priority of PCC educational goals should be undertaken within the college as well as in the community.

4. ORGANIZATIONAL CLIMATE AND PROGRAM REVIEW

Factors Related to Issue

Program improvement and increased efficiency is the result of institutional and professional commitment to agreed upon objectives and actions. This depends upon the quality of communications, mutual trust, and teamwork as well as agreement on goals. These human factors were explored as part of the program review process. The results are highlighted on Figure 2 and noted below.

- There was general agreement that people at PCC are trustworthy, want to achieve and do a good job, and strive to improve PCC
- There is less agreement that people are informed about decisions that affect them, believe that they are movers in carrying out the college mission, share a sense of teamwork, or share a common perception of essential PCC educational goals

See Figure 2 for the response pattern of various groups that responded to the confidential Faculty-Administrative Survey to selected items related to organizational climate. More details on this issue can be found in Appendix B and Appendix C.

An important positive aspect of organizational climate at the college is the extremely large percent of respondents that take pride in PCC.

Consultant Observations and Suggestions

While it is true that the major educational goals for community colleges in California are fairly well defined by State legislation and educational codes, the philosophy and organizational climate by which such goals are attained are not State mandated.

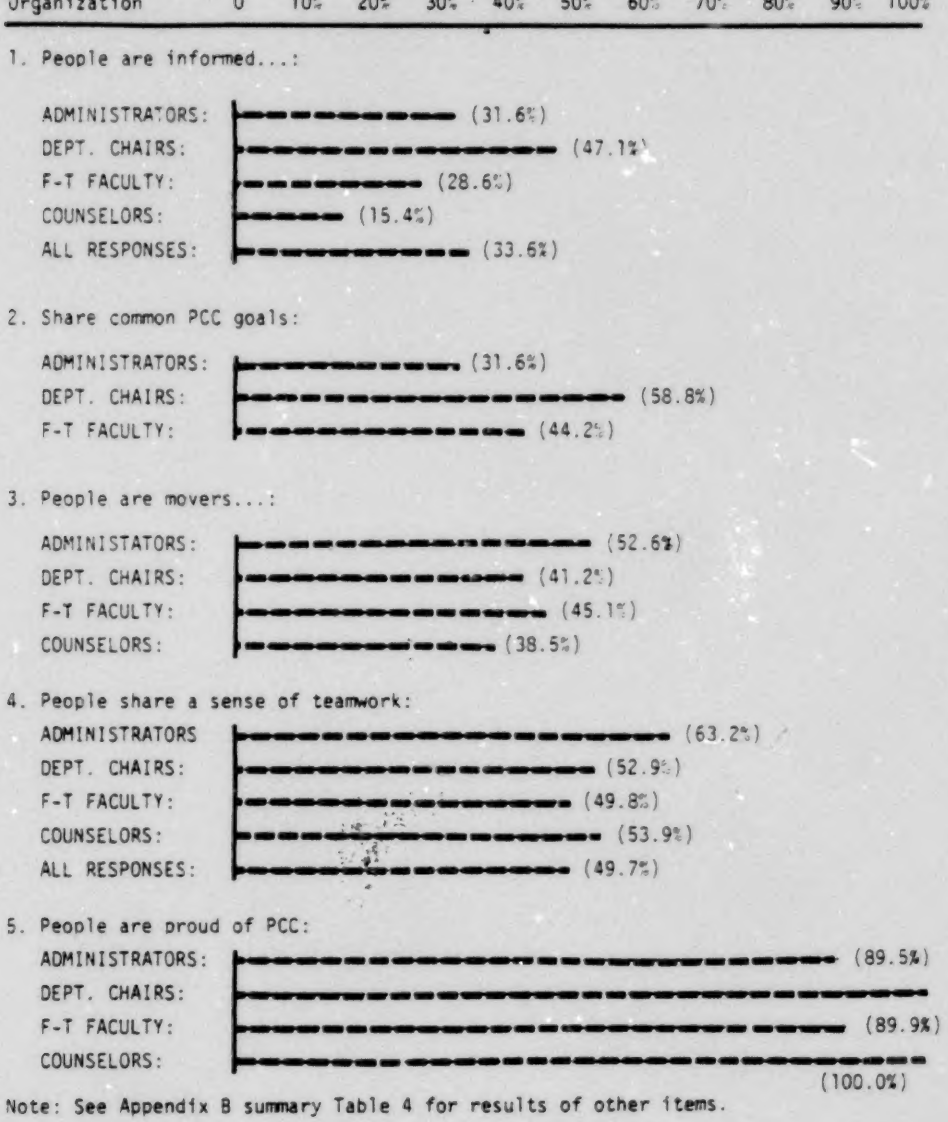
The consultants agree with the Task Force observation that communications between the administration and faculty need to be improved. Likewise, communiations among various operational units at the college need to be improved (faculty and guidance, department chairs and business office, etc.).

Improved working relationships among the college staff, consensus on the priority of goals, and more emphasis on unity and the positive feelings people have about PCC must be achieved in order to respond to the problems that confront PCC related to maintaining educational excellence in the face of a reduction of resources.

4. PCC SHOULD CONDUCT A STAFF INFORMATION PROGRAM EACH YEAR AT THE NEW FACULTY ORIENTATION (September). ALL CERTIFICATED STAFF AND APPROPRIATE SUPPORT PERSONNEL SHOULD BE REQUIRED TO ATTEND AND PARTICIPATE. SUCH ACTIVITY WOULD ACQUAINT THE ENTIRE PCC STAFF WITH INFORMATION ON NEW PROGRAMS AND SERVICES, INSTITUTIONAL PLANS AND CHANGES, AND REINSTATE A SENSE OF COMMON DIRECTION FOR THE COLLEGE STAFF.

Figure 2

COMPARISON OF PERCENT OF RESPONDENTS THAT AGREE
WITH SELECTED STATEMENTS ABOUT ORGANIZATIONAL CLIMATE



Note: See Appendix B summary Table 4 for results of other items.

5. PCC STAFF PERCEPTIONS OF ESSENTIAL INSTRUCTIONAL RESOURCES

Factors Related to Issue

The quality as well as efficiency of instructional programs is related to the type and quality of support services and resources that are used. The first step in establishing priorities for such resources is to determine the extent to which the PCC staff agrees on which resources are essential for existing instructional programs. For this purpose all institutional resources were divided into four categories: 1) Institutional Support- i.e., computer, research, personnel; 2) Instructional Resources- i.e., TV, radio, library, learning resourse center; 3) Student Personnel Service -admissions, counseling, etc.; and 4) Special Student Services-handicapped, international, etc.

Survey results are highlighted below.

- The college bookstore and personnel services were deemed essential by a strong majority.
- The library, learning assistance center, and instructional resource center were viewed as essential Instructional Resources by most respondents.
- Admissions, registration, & student records were viewed as essential Student Personnel Services. Also rated essential by the majority were academic and vocational counseling and student health services.
- Handicapped student services were deemed to be essential; other special student services were not considered essential by more than 52% of the respondents.

See Appendices B and C for additional information.

Consultant Observations and Suggestions

The consultants agree with the Task Force that there is a potential danger in assessing the essential nature or usefulness of any institutional resource or service by those who have little knowledge or contact with them; nor did the survey or program review process deal with the quality of such resources or services.

In the face of reduced resources during the coming decade, PCC will have to assess the effectiveness of the institutional resources and services, as well as the way essential instructional support is organized and delivered. The basis for starting this process is to determine the contribution that each resource makes to PCC's ability to attain its stated educational goals.

Many facilities at PCC are old and in need of renovation. A facilities assessment was beyond the scope of this study. The PCC Foundation is engaged in a master planning effort for facilities. The consultant observations related to program review are that highest priority should be given to the renovation and expansion of the library and learning resource center. The PE facilities appear inadequate and some vocational facilities seem to need reorganization, expansion, or modernization. Most notable were auto, printing, and telecommunications facilities. Foreign language labs and computer lab for instruction were also noted as in need of expansion or modernization.

5. ASIDE FROM THE REQUEST FOR MAINTENANCE AND REPAIR BY DEPARTMENTS THIS YEAR, IT IS SUGGESTED THAT THE FACILITIES NOTED ABOVE BE INCLUDED IN THE FOUNDATION'S FACILITY STUDY AS PRIORITY ITEMS.

6. ORGANIZATION FOR INSTRUCTION

Factors Related to Issue

At present the Office of Instruction has 14 department chairs and 3 deans report directly to the Vice President. Department chairs teach some classes but are part of the management team. A study of this structure is now being made internally, but the following findings may be useful in considering alternatives.

- A majority of PCC staff (60.9%) said the present department structure was satisfactory while a third of the survey respondents said it needed review. 58% of the administrators said it needed review.
- With some exceptions, departments appear to be where the strongest communications and faculty-administrator working contacts occur.
- The size of existing departments varies widely and is reflected in both departmental expenditures and WSCH generated. The largest department is three times larger than the smallest. See Figure 3.
- Within the realm of instruction, the functional relationship to the Office of Instruction and the management of programs appear to need clarification: Vocational Education office and PCC Community Skills Center.

Consultant Observations and Suggestions

The span of control in the Office of Instruction seems to be near the limits of effective management of credit programs, thus the new organizational structure should look carefully at the role of the deans and chairpersons so that an equitable distribution of responsibility and authority can be established including a clear definition of the authority of the office of vocational education and the part that the PCC Community Skills Center can play in delivery of credit programs as well as occupational and basic education.

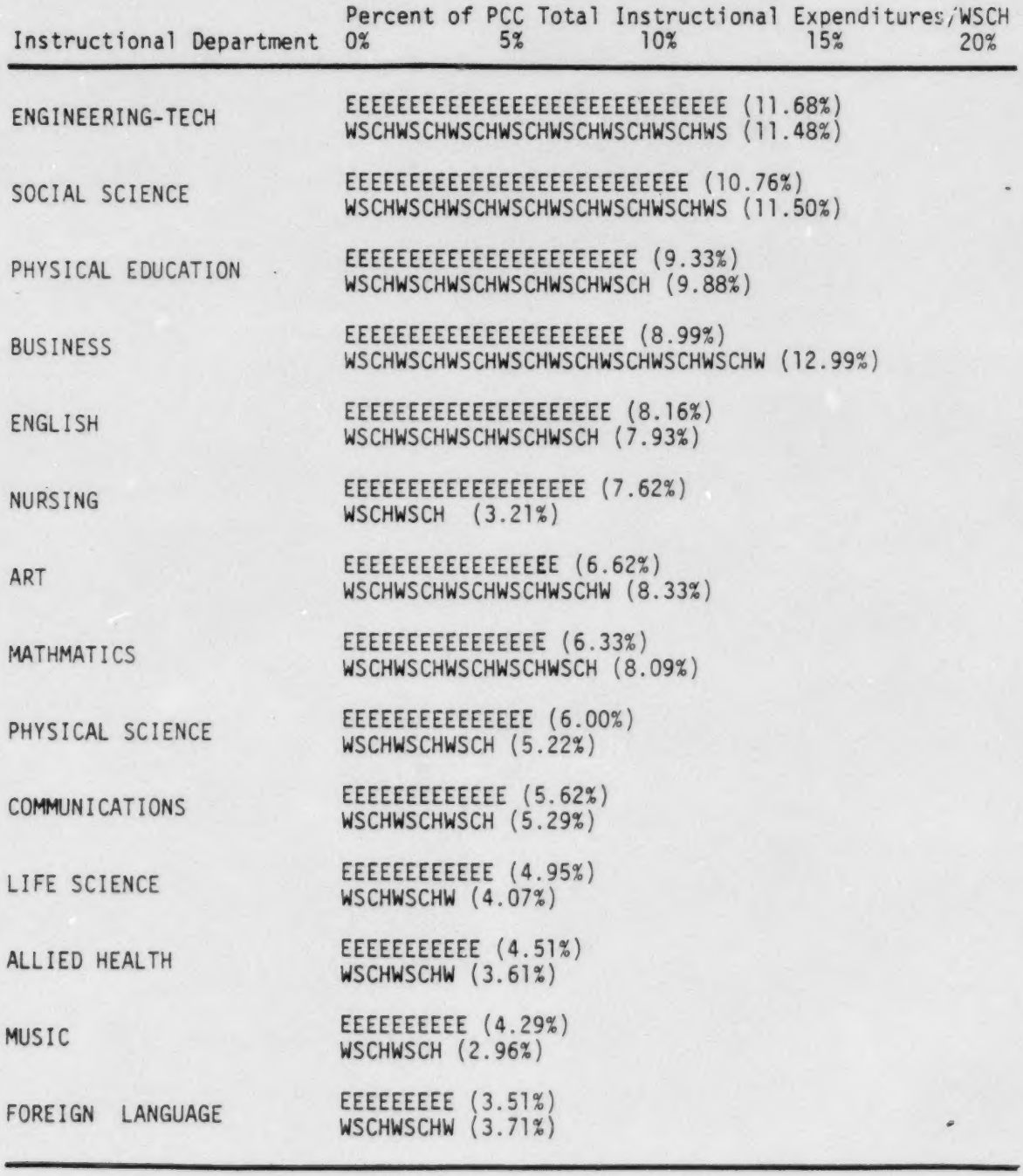
The department structure appears to work at PCC, but steps should be taken to align some subject areas into more rational and manageable units.

Considering the high priority given to General Education as a goal of PCC by survey respondents, several modifications in the departmental curriculum patterns should be examined. Among these are the need to enhance the visibility of Humanities and Fine Arts, including the foreign languages; greater coordination of programs needs to occur between Nursing and Applied Health; and the realignment of performing and technically oriented programs within the Telecommunications area.

6. DEPARTMENTAL STRUCTURE SHOULD CONTINUE TO BE THE PRIMARY ORGANIZATIONAL MECHANISM FOR MANAGING THE CURRICULUM; HOWEVER, A CAREFUL EXAMINATION SHOULD BE MADE OF THE MOST EFFECTIVE ARRANGEMENT OF CREDIT INSTRUCTIONAL PROGRAMS AND BALANCE OF WORKLOAD AND RESPONSIBILITY IN THE DEPARTMENTS.

Figure 3

COMPARISON OF DEPARTMENT EXPENDITURES (E) FOR INSTRUCTION AND WEEKLY STUDENT CONTACT HOURS (WSCH), 1980-81



Note: See Appendix D for detail information used for this graph.

7. PROGRAM QUALITY VERSUS EFFICIENCY

Factors Related to Issue	Consultant Observations and Suggestions

PCC has enjoyed a reputation for high quality education. Now it is confronted by reduced resources which necessitates that attention be given to program efficiency. The faculty is concerned that this emphasis will be given at the expense of excellence.

- 28.1% of the survey respondents said that existing methods for assessing program quality were satisfactory, 37.4% said that such methods needed to be reviewed, and 12.0 % did not believe any system for assessing program quality existed.
- A third of the full-time and 16.3% of the part-time faculty said the student follow-up information was available to determine what happened to PCC students after they leave the college.
- 88.3% of the full-time and 86.7% of the part-time faculty said written objectives were available for their courses. 73.2% of the full-time and 52.0% of the part-time faculty said such objectives had been revised within the past two years.
- 31.0% of the full-time and 22.4% of the part-time faculty said they wanted staff development/inservice to help improve instructional program quality.

Quality is the responsibility of the college faculty and administration. But quality is not self defined, nor is program efficiency. PCC must recognize that quality and efficiency are not mutually exclusive.

Program quality is a function of many things including the caliber of the instructors, course relevancy, clarity of learning objectives, richness of teaching methods, and adequacy of instructional resources used. These factors can be assessed; what is not measured easily is the longer-range impact on students. Most PCC staff acknowledge the need for student follow-up as a means of helping to gauge program quality. PCC has no systematic means of gathering such information at the present time. (Student Personnel conducted a student survey during this program review to assess student reactions to available student services, but this does not provide the same data that student follow-up does. Some follow-up of vocational students has occurred but does not provide curriculumwide student feedback.)

7. PCC SHOULD ENGAGE IN A COLLEGEWIDE ENDEAVOR TO DEFINE AND DESCRIBE THE INDICATORS OF PROGRAM QUALITY IN EACH OF THE INSTRUCTIONAL (and student service)PROGRAMS AT THE COLLEGE. THIS ENDEAVOR SHOULD BE ACCOMPANIED BY THE CLASSIFICATION OF ALL EXISTING AND NEW PROGRAMS INTO THREE BROAD CATEGORIES THAT INDICATE THE EXTENT TO WHICH SUCH COURSES/PROGRAMS ARE ESSENTIAL TO MEETING THE STATED EDUCATIONAL GOALS OF THE COLLEGE. A STUDENT FOLLOW-UP SYSTEM SHOULD BE DEVELOPED TO PROVIDE COLLEGEWIDE INFORMATION.*

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* A set of guidelines for classifying credit instructional programs was developed by the Task Force and appears in Appendix E.

8. NEED FOR A CONSISTENT MANAGEMENT INFORMATION SYSTEM (MIS)

Factors Related to Issue

A consistent MIS is an essential component in managing curriculum and evaluating the quality and effectiveness of programs. Such a system was not found to exist for this program review and was exemplified by the following conditions.

- TOPs were not used as the basis for organization of data for credit programs.
- No printed directory of computer data files was available in the Office of Instruction.
- Three offices, reporting to different VPs, compile program data (WSCH) which did not reconcile due to differing dates and computer runs.*
- Faculty load factors (WSCH/FTEF) in some programs were not consistently applied making comparisons between TOPs and different time periods difficult.
- Instructional expenditures were not compiled or allocated by TOPs.

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* The three offices found to compile such data were: Office of Institutional Research, Instructional Services, and Admissions and Records.

Consultant Observations and Suggestions

There are multiple consequences when a consistent MIS is not available: 1) Neither program quality nor efficiency can be assessed without an historical data base and defined standards, 2) lack of consistent information diminishes faculty and administrative confidence in objective data and places emphasis on political and subjective processes and, 3) program decision making can lapse to personal rather than criteria-based modes which can contribute to lack of trust and poor communications between faculty and administration.

An additional problem that arises when an MIS is not used for decision making is that objective information is not given a high value by the staff. This in turn means that accuracy of reported data can slip into approximations because people do not believe accurate information is used or important to decision making.

Based on the consultant experience at PCC the following steps are suggested:

8. TOPs SHOULD BE USED AS THE BASIS FOR COMPILING AND ANALYZING CREDIT PROGRAM INFORMATION.

THE THREE OFFICES CURRENTLY COMPILING PROGRAM DATA SHOULD BE REVIEWED FOR FUNCTIONS AND COORDINATION OF REPORT PREPARATION, PROGRAM REVIEW, AND PROGRAM PLANNING.

FOR PURPOSES OF PROGRAM REVIEW, A CONSISTENT FTEF RATE SHOULD BE ASSIGNED TO EACH COURSE IN A PROGRAM. (Specific suggestions for assignment of consistent load factors for programs appear in Volume II.)

INSTRUCTIONAL EXPENDITURES SHOULD BE COMPUTED BY TOP.

9. TECHNICAL STEPS FOR IMPLEMENTATION OF PROGRAM REVIEW

Factors Related to Issue

Information summarized in previous issues points to the need for a consistent program review process at PCC. The program review process needs to consider several elements that encompass both human and technical aspects of curriculum management and program evaluation.

- The program review process should focus on instructional programs and not be deemed a faculty assessment model.
- The program review model should be based on consistent quantifiable data, but should allow for input from other sources such as student surveys, student follow-up studies, external reviews such as COPES, and faculty self-studies and professional expertise.
- The elements used for program review should include data showing patterns of instructional productivity, student service indicators, and assigned instructional costs.
- The program review model should allow for comparision of data elements for each TOP over a historical time period (data base), with PCC averages, and with selected external criteria.
- Program review implementation should utilize the experience of Task Force members who worked on this program review and other interested faculty and administrative personnel as part of an ongoing advisory group. (17 of 20 Task Force members supported the continuation of such a group after the initial program review was completed by the consultants.)

Consultant Observations and Suggestions

Program review should have as objectives both effectiveness and improvement. Data collection and assembly will have to be assigned to appropriate PCC units and staff members but should be under the direct auspice of the Office of Instruction.

9. PCC SHOULD ADOPT AND IMPLEMENT A PROGRAM REVIEW SYSTEM USING ALL (or selected) ELEMENTS USED IN THIS REVIEW. A COMPUTERIZED MIS SHOULD BE DEVELOPED AND IMPLEMENTED TO COLLECT AND ASSEMBLE NECESSARY DATA FOR SUCH A SYSTEM. THE REVIEWS SHOULD BE CONDUCTED ANNUALLY OR AT TIME PERIODS DEEMED APPROPRIATE BY THE BOARD OF TRUSTEES.

The ongoing program review should utilize a Task Force of up to 12 persons comprised of faculty members and administrators appointed by the President for staggered periods of one or two years. Representatives of the computer center, institutional research, and admissions & records office should be standing members of the Task Force. The initial Task Force should draw heavily from the existing Task Force.

The program review system should be computerized and PCC should allocate the resources to program and document the model from either internal staff or external expertise or a combination of both.

Specific technical steps in the implementation of the proposed program review model are contained in Volume II.

Consultant Comments About Major Program Issues

The nine issues noted here* convey consultant observations and suggestions resulting from the initial program review. The issues are general in nature and deal with the context within which credit programs are offered at PCC rather than about the instructional programs themselves. General comments about instructional programs are contained in the following section and specific comments about each of the TOPs that were reviewed appear in Volume II.

The general issues related to this program review are noteworthy because they affect how program review will become operational at PCC in the following ways:

1. Development of objective data for assessing the efficiency of existing credit programs (TOPs)

2. General curriculum planning and management by the Office of Instruction and at the department level

3. Defining MIS requirements for ongoing program review (manual and computer systems)

4. Review of the existing organization, relationship, and assignment of disciplines by department at the college.

The far reaching impact of program review at PCC as part of the institutional and program planning process should not be over looked when considering the immediate outcomes of the current study. Decisions and judgments about individual instructional programs must consider the following:

1. Assessment of individual programs must be made within the context of PCC educational goals and objectives.

2. Every instructional program and credit course should be assigned a priority in relation to meeting one or more stated PCC educational goals before any decision to curtail any program can be made.

3. The quality of all instructional programs (and student services) is an institutional responsibility and program review is only one component in the overall assessment of program quality.

4. A given high quality program (by any agreed upon standard) may not be as essential to meeting PCC educational goals as a program with lower quality; therefore, decisions about individual programs must include provisions for program improvement as well as possible curtailment.

These considerations provide the framework for the general observations about credit instructional programs that are outlined in Section III of this report and the specific comments appearing in Volume II.

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* The tenth issue listed at the beginning of this section is covered in Section III.

III General Observations About PCC Credit Programs

This section contains the general observations and comments of the consultants about credit instructional programs offered by PCC. The PCC catalog listed 121 credit programs (TOPs) of which 115 were offered at least once between Spring 1980 and Fall 1981 (base period used in the study for making comparisons with the current period). In Fall 1981 (current period), 110 TOPs had active student enrollments. The analysis used as the basis for comments and observations in this report is predicated on the 115 TOPs offered during the base period. In this report a TOP is often referred to as a program even though a given TOP may only have one course offered.

The topics discussed in this section are:

1. PCC faculty load (WSCH/FTEF) comparisons with other community colleges
2. Program balance at PCC
3. Master summary of program review outcomes by TOP
4. Analysis of TOPs by size and growth patterns
5. Analysis of TOPs in relation to PCC patterns and averages
6. Consultant observations about selected TOPs
7. General comments and consultant observations.

PCC Faculty Load Comparisons

Since 1971 many California community colleges have voluntarily participated in a statewide study of faculty loads. An annual resource book is published and distributed by ACCCA known as the California Community College President's Study. In 1980, 84% of the community colleges in the State submitted data for the report. (PCC participated in the study for the first time in 1981.) Although there are variations in the way some community colleges assign courses to TOPs, data contained in the Presidents' Study provide a useful tool for making comparisons with other institutions. The consultants compared data for large Southern California community colleges in the Fall 1980 (latest available at the time of study) Presidents' Study with data from PCC TOPs. (Presidents' Study, Resource Book XI, April 1981)

Of 110 active TOPs at PCC, 88 comparisons were possible. In 71 cases (80%) PCC faculty load was higher than data reported by other large Southern California community colleges for comparable TOPs.

COMMENT: Even allowing for reporting errors and other variations, it appears that PCC compares favorably in terms of having higher WSCH/FTEF than other comparative colleges. Although there is room for improvement in some TOPs at PCC, it should be noted that it may be difficult to accrue massive financial savings by attempting to raise faculty load in those TOPs which are already higher than other comparative community colleges. (Further comments are made about this later in this section.)

Program Balance at PCC

Three educational goals were given highest priority by PCC survey respondents: General Education, Transfer, and Occupational Preparation programs. If these educational goals

are realistic, the variety of instructional program offerings should follow a pattern similar to the goal priorities. An analysis of three program elements was conducted to assess the balance of instructional programs. The elements used were: number of TOPs by instructional program area, WSCH generated by each program area, and expenditures by program area (FY 1980-81). The results of this analysis are displayed on Figure 4 and noted below.

- 46.% of the 115 active TOPs at PCC were related to general & transfer programs compared to 53.9% that were occupational preparation.

- General & transfer programs generated 62.3% of the total WSCH (Fall 1981) and 62.4% of instructional expenditures in FY 1980-81.

COMMENT: Although there are a larger number of TOPs in the occupational preparation area, the WSCH generated and instructional expenditures in general & transfer programs was greater. There is a balance between WSCH and expenditures in both program areas which indicates that, on the whole, neither instructional program area is drawing a disproportionate share of resources. In general, PCC appears to provide a balance between academic and occupationally related programs which matches the pattern of educational goals given high priority in the PCC survey. However, the issue of whether the individual programs offered in each area are appropriate should be continuously assessed by PCC through feedback from the community, employers and students and by adherence to current transfer requirements of the California university system.

Master Summary of Program Review Outcomes by TOPs

The program review model used at PCC employed six factors which have been previously noted in the first section of this report. Each factor was applied to the 115 TOPs that had enrollment at some time during the four semester period covered in the study. Data for each factor were compiled for the base period from which averages were computed and for a current period (Fall 1981).

A description of the procedures used to compile data for each TOP is contained in Volume II, the technical report. Two products resulted from the assembly and analysis of the program review data for TOPs.

1. Individual TOP summary sheets were developed which show a comparison of performance for each factor between the base period average and the current semseter. A sample of the summary sheet was shown in Figure 1 of this report. The 115 individual TOP sheets plus a composite PCC sheet are contained in Volume II.

2. A master summary table showing a comparison of individual TOP performance for each of the six factors and the composite score for each TOP to the PCC averages in Fall 1981 was developed. See Table 3.

The Task Force developed a set of guidelines for analyzing program performance in each factor. These guidelines appear in Appendix F and were used by the consultants to make their analysis of the individual TOPs shown on Table 3. The principal features of the Task Force guidelines are noted below.

Figure 4

COMPARISON OF PROGRAMS, WSCH, AND EXPENDITURES
BY TYPE OF PROGRAM

CREDIT PROGRAMS (TOPs)

Total TOPs	115	100.0%
General & Transfer	53	46.1%
Occupational Prep.	62	53.9%
Vocational (VEA)	(43)	(37.4%)
Career Related	(16)	(13.9%)
Apprenticeship	(3)	(2.6%)

WEEKLY STUDENT CONTACT HOURS (WSCH)
(Thousands)

Total WSCH (Fall 1981)	243.1	100.0%
General & Transfer	151.6	62.3%
Occupational Prep.	91.5	37.7%

INSTRUCTIONAL EXPENDITURES (FY 1980-81)
(Thousands of Dollars)

Total Expenditures	$14,230.8	100.0%
General & Transfer	8,885.4	62.4%
Occupational Prep.	5,345.4	37.6%

Source: Data Compiled by CARVELL from information provided by PCC, May 1982

Table 3

MASTER SUMMARY: COMPARISON OF INDIVIDUAL TOP PERFORMANCE TO THE COLLEGE AVERAGE, FALL 1981

TOPS NO.	NAME OF TOPS	(1) WSCH PCC AVG. 2,114	(2) CLASS SIZE PCC MEDIAN 35.0	(3) WSCH/FTEF PCC AVG. 548	(4) GRADES PCC AVG. 90.4%	(5) RETENTION PCC AVG. 72.3%	(6) 80-81 EXPEND. Per Annual CH $2.095	(7) COMPOSITE PCC SCORE 103.5
0114.00	FORESTRY	285	47.5 !	713 !	89.3%	58.9% ..	$1.293 !	110.9
0201.00	ENVIRON DESIGN	1,252	31.9	545	95.9	76.7	2.713 ...	105.3
0201.10	ENV DESIGN ARCH	674	30.3 .	522	94.9	81.8	1.795	96.1 ●
0203.00	INTERIOR DESIGN	198	33.0	595	88.5	78.8	1.638 !	109.8
0401.00	NAT'L LIFE SCIENCE	5,516	37.3	599	92.5	79.6	2.685 ...	102.0
0410.00	PHYSIOLOGY	3,695	36.2	579	91.4	67.4	2.168	104.2
0501.00	BUS & COMM, GNL	1,395	52.6 !	722 !	93.4	65.1 .	2.147	102.1
0502.00	ACCOUNTING	6,350	47.0 !	706 !	92.6	67.4	1.851	103.9
0504.00	BANKING & FINANCE	1,242	46.0 !	690 !	82.5	51.0 ...	0.882 !	106.4
0506.00	BUS MANAGEMENT	1,281	42.7 !	641	90.2	59.7 ..	1.611 !	106.1
0506.30	BUS MGMT-MGMT DEV	570	31.7	475 .	95.4	68.9	2.070	108.0
0506.50	BUS MGMT-REC & TOUR	1,377	45.9 !	689 !	80.2 .	56.2 ...	0.668 !	109.0
0509.10	MARKETING & DIST	1,440	35.1	601	91.9	70.1	1.503 !	99.6 ●
0509.20	MKT & DIST-PURCHAS	540	45.0 !	675 !	82.9	77.8	0.804 !	122.7
0509.50	MKT & DIST-MERCHAND	1,016	41.8	649	94.4	63.8 .	1.869	103.9
0511.00	REAL ESTATE	1,599	38.1	571	85.4	57.8 ...	0.907 !	94.2 ●
0512.00	INSURANCE	135	22.5 ...	338 ...	100.0	60.0 ..	0.381 !	100.5
0514.00	SECTY STUDIES, GNL	2,017	33.7	577	92.1	63.5 .	1.618 !	104.0
0514.60	SECTY ST, TYPING	3,524	37.3	699 !	90.7	67.8	1.611 !	106.1

For columns 2 through 6 the following key is used:(.) 10-15% below PCC average performance (above for expenditures); (..) 15.1%-20% below PCC average performance (above for expenditures); (...) over 20% below PCC average performance (above for expenditures). Column 7 indicates a numerical value for a given TOPS in which a score above 100.0 indicates the individual TOP is performing at a more efficient rate in Fall 1981 than it had for the past four semesters when compared against itself. An (●) in the column indicates a score of 100.0 or less. An (!) indicates the TOP is over 20% above (below for expenditures) the PCC average for the factor indicated in that column.

Table 3, Continued

MASTER SUMMARY: COMPARISON OF INDIVIDUAL TOP PERFORMANCE TO THE COLLEGE AVERAGE, FALL 1981

TOPS NO.	NAME OF TOPS	(1) WSCH PCC AVG. 2,114	(2) CLASS SIZE PCC MEDIAN 35.0	(3) WSCH/FTEF PCC AVG. 548	(4) GRADES PCC AVG. 90.4%	(5) RETENTION PCC AVG. 72.3%	(6) 80-81 EXPEND. PER ANNUAL CH $2.095	(7) COMPOSITE PCC SCORE 103.5
0599.20	TAX STUDIES	249	27.7 ...	415 ...	71.2% ...	62.7% .	$0.620 !	94.2 •
0601.00	COMMUNICATIONS, GNL	606	101.0 !	1,010 !	90.4	93.1 !	1.365 !	117.0
0602.00	JOURNALISM	1,076	28.7 ..	338 ...	92.8	69.9	3.294 ...	103.6
0603.00	RADIO/TELEVISION	3,310	22.7 ...	411 ...	87.8	81.7	2.314 .	102.4
0701.00	COMPUTER & INFO SCI	8,966	44.2 !	664 !	89.1	69.9	1.193 !	105.4
0808.20	SPEC ED, SERV AIDE	975	25.6 ...	386 ...	89.4	62.9 .	1.231 !	101.7
0835.00	PHYSICAL EDUCATION	21,038	34.9	681 !	92.3	72.6	1.979	103.7
0837.00	HEALTH EDUCATION	2,688	52.4 !	792 !	95.1	82.0	1.779	103.8
0839.00	INDUSTRIAL ARTS	544	27.2 ...	504	76.1 ..	64.7 .	1.939	104.9
0901.00	ENGINEERING, GNL	261	27.0 ...	461 ..	95.1	75.9	2.906 ...	100.3
0925.00	GENERAL ENG TECH	1,674	27.9 ...	507	89.6	72.0	1.693	103.5
0934.20	ELEC TECH, ELECTRN	1,621	28.2 ..	489 .	95.4	69.1	1.914	102.4
0934.40	ELEC TECH, ELECTRY	1,140	62.0 !	964 !	79.5 .	66.9	1.525 !	107.2
0934.80	ELEC TECH, LASER	1,437	35.8	564	81.3 .	70.4	1.514 !	97.6 •
0936.00	PRINTING & LITHO	3,629	24.3 ...	483 .	85.5	73.4	1.905	105.7
0945.11	MECH TECH AIR CON	712	44.5 !	890 !	71.9 ..	82.0	0.948 !	103.7
0948.10	AUTO TECH MECHANIC	2,169	34.1	472 .	87.6	80.4	2.345 .	103.5
0948.30	AUTO TECH MTR CYCL	1,250	44.0 !	615	90.8	73.9	1.943	113.5
0950.30	AERO & AVIAT TECH	676	41.0	676 !	69.4 ...	67.7	2.038	101.5
0952.00	CONSTR CRFTS TECH	2,116	36.8	622	97.5	85.9	1.967	109.7
0952.30	CONSTR, PLUMBING	162	54.0 !	810 !	92.3	48.1 ...	1.090 !	105.9
0953.00	DRAFTING TECH	2,604	25.9 ...	465 ..	89.7	75.8	2.906 ...	107.8
0956.00	INDUS TECH, GNL	154	37.0	770 !	94.6	100.0 !	2.032	91.8 •

Table 3, Continued

MASTER SUMMARY: COMPARISON OF INDIVIDUAL TOP PERFORMANCE TO THE COLLEGE AVERAGE, FALL 1981

TOPS NO.	NAME OF TOPS	(1) WSCH PCC AVG. 2,114	(2) CLASS SIZE PCC MEDIAN 35.0	(3) WSCH/FTEF PCC AVG. 548	(4) GRADES PCC AVG. 90.4%	(5) RETENTION PCC AVG. 72.3%	(6) 80-81 EXPEND. Per Annual CH $2.095	(7) COMPOSITE PCC SCORE 103.5
0956.20	INDUS TECH METAL	1,621	26.5 ...	507	86.1%	79.0%	$2.032	117.4
0956.50	INDUS TECH WELDING	1,517	25.3 ...	506	84.0	56.8 ...	1.968	99.2 •
0956.90	IND TECH MUSIC INST	124	10.3 ...	191 ...	90.9	71.0	1.865	82.0 •
0957.30	CIVIL & CONSTR MGMT	359	17.3 ...	359 ...	93.0	62.3 .	1.600 !	88.8 •
1001.06	ART HIST & APPREC	1,398	58.3 !	874 !	85.3	81.5	1.489 !	95.4 •
1002.00	ART	7,330	31.0 .	559	89.5	68.0	1.644 !	101.8
1004.00	MUSIC	6,581	25.0 ...	387 ...	87.9	66.9	3.229 ...	103.9
1007.00	DRAMATIC ARTS	3,612	39.9	534	88.8	77.4	1.706	105.1
1009.00	APPLIED DESIGN	2,584	33.0	597	86.5	71.6	1.661 !	102.6
1011.00	PHOTOGRAPHY	5,258	37.1	696 !	86.6	65.0 .	1.998	101.6
1101.00	FOREIGN LANGUAGE	3	--	--	--	--	0.259 !	--
1102.00	FRENCH	2,364	34.3	530	88.2	58.7 ..	2.505 ..	102.5
1103.00	GERMAN	870	29.0 ..	435 ...	92.9	64.4 .	3.051 ...	103.3
1104.00	ITALIAN	585	39.0	586	92.5	57.3 ...	2.599 ...	110.9
1105.00	SPANISH	4,158	36.1	543	83.1	63.2 .	1.845	100.0 •
1106.00	RUSSIAN	140	28.0 ..	420 ...	77.8 .	64.3 .	3.084 ...	104.5
1107.00	CHINESE	190	38.0	571	95.7	60.5 ..	1.219 !	110.2
1108.00	JAPANESE	545	54.5 !	818 !	96.2	47.7 ...	0.934 !	108.2
1109.00	LATIN	--	--	--	--	--	3.123 ...	--
1111.00	HEBREW	190	38.0	571	100.0	63.2 .	1.326 !	120.6
1112.00	ARABIC	225	45.0 !	676 !	76.5 ..	37.8 ...	1.401 !	110.1
1203.10	NURSING R N	5,502	16.7 ...	258 ...	99.0	93.6 !	4.675 ...	100.0 •
1203.20	NURSING PRACTICAL	1,335	23.8 ...	301 ...	99.1	97.1 !	3.668 ...	102.1
1203.30	NURSE AIDE	70	7.0 ...	131 ...	100.0	85.7	2.510 ..	83.0 •
1203.70	MEDICAL ASSTG	356	13.2 ...	214 ...	94.4	89.9 !	2.476 ..	93.3 •

Table 3, Continued

MASTER SUMMARY: COMPARISON OF INDIVIDUAL TOP PERFORMANCE TO THE COLLEGE AVERAGE, FALL 1981

TOPS NO.	NAME OF TOPS	(1) WSCH PCC AVG. 2,114	(2) CLASS SIZE PCC MEDIAN 35.0	(3) WSCH/FTEF PCC AVG. 548	(4) GRADES PCC AVG. 90.4%	(5) RETENTION PCC AVG. 72.3%	(6) 80-81 EXPEND. Per Annual CH $2.095	(7) COMPOSITE PCC SCORE 103.5
1204.00	DENTAL PROF, GNL	117	19.7 ...	320 ...	92.6%	90.0% !	$1.918	116.3
1204.10	DENTAL PROF ASSTG	417	24.0 ...	368 ...	92.7	90.1 !	6.935 ...	105.3
1204.20	DENTAL PROF D HYG	644	17.4 ...	317 ...	100.0	100.0 !	4.354 ...	100.1
1204.30	DENTAL PROF D L T	640	15.3 ...	320 ...	100.0	100.0 !	2,581 ...	92.9 •
1225.00	RADIOLOGICAL TECH	1,140	16.9 ...	447 ..	97.4	94.2 !	1.733	99.5 •
1250.10	EMERG MED SERVICES	369	44.5 !	692 !	88.5	58.4 ..	2.001	117.5
1301.00	HOME ECONOMICS	68	34.0	553	100.0	82.4	4.459 ...	106.3
1303.00	CLOTHING & TEXTILES	1,503	27.8 ...	491 .	89.6	62.2 .	1.563 !	95.8 •
1306.00	FOODS & NUTRITION	609	21.3 ...	795 !	91.8	71.8	0.945 !	105.9
1401.00	LAW, GNL	2,427	40.5	607	91.0	76.8	1.538 !	101.3
1401.10	LAW LEGAL ASST	1,588	38.6	581	89.4	66.7	1.454 !	104.2
1501.00	ENGLISH	21,501	31.8	485 .	91.5	73.9	2.133	104.0
1506.00	SPEECH DEBATE FOREN	3,801	32.2	484 .	90.2	77.9	2.296	104.4
1509.00	PHILOSOPHY	2,016	42.4 !	630	86.4	70.4	2.268	102.1
1510.00	RELIGIOUS STUDIES	960	35.6	533	90.7	70.3	2.005	100.2
1601.00	LIBRARY SCIENCE	66	33.0	500	72.4 ..	87.9 !	1.796	92.3 •
1701.00	MATHEMATICS	11,829	35.5	627	88.8	79.4	1.819	100.2
1701.10	MATH NON-MAJORS	3,882	40.6	600	93.8	72.7	2.100	104.6
1901.00	PHYSICAL SCIENCES	--	--	--	--	--	0.963 !	--
1902.00	PHYSICS, GNL	2,097	38.9	676 !	96.8	76.7	2.343 .	103.0
1905.00	CHEMISTRY, GNL	6,254	32.8	560	85.2	64.8 .	2.572 ...	100.0 •
1911.00	ASTRONOMY	249	41.5	623	83.3	50.6 ...	1.958	110.7
1914.00	GEOLOGY	2,041	37.3	567	87.3	78.1	2.782 ...	103.5
2001.00	PSYCHOLOGY, GNL	7,591	44.4 !	657	92.1	77.3	1.721	102.4
2102.00	PUBLIC ADMINISTR	171	57.0 !	855 !	97.4	66.7	0.397 !	106.1

Table 3, Continued

MASTER SUMMARY: COMPARISON OF INDIVIDUAL TOP PERFORMANCE TO THE COLLEGE AVERAGE, FALL 1981

TOPS NO.	NAME OF TOPS	(1) WSCH PCC AVG. 2,114	(2) CLASS SIZE PCC MEDIAN 35.0	(3) WSCH/FTEF PCC AVG. 548	(4) GRADES PCC AVG. 90.4%	(5) RETENTION PCC AVG. 72.3%	(6) 80-81 EXPEND. Per Annual CH $2.095	(7) COMPOSITE PCC SCORE 103.5
2103.00	PARKS & REC MGMT	199	27.0 ...	427 ...	81.5%	80.2%	$5.011 ...	104.5
2105.00	ADMIN OF JUSTICE	813	30.1 .	452 ..	87.8	66.4	3.320 ...	101.7
2107.10	EARLY CHILD ED AIDE	1,245	34.8	542	97.7	72.5	1.938	106.3
2107.70	GUIDANCE	54	18.0 ...	270 ...	100.0	55.6 ...	--	100.0
2133.10	FIRE CONTROL TECH	767	44.8 !	677 !	84.5	69.5	1.067 !	116.9
2201.00	SOCIAL SCIENCE, GNL	1,143	42.3 !	635	89.3	66.1	2.216	91.8 •
2202.00	ANTHROPOLOGY	774	37.1	553	94.9	75.8	3.206 ...	107.6
2202.11	ANTHRO AFRO CULTURE	1,221	45.2 !	678 !	86.1	72.5	2.029	109.8
2202.12	ANTHRO ASIAN CULT	333	27.8 ...	416 ...	96.7	82.9	0.807 !	107.3
2202.14	ANTHRO MEXICAN AM	360	30.0 .	450 ..	85.3	79.2	3.172 ...	107.0
2204.00	ECONOMICS	2,754	45.9 !	689 !	92.8	72.9	1.588 !	102.2
2205.00	HISTORY	5,964	44.2 !	663 !	90.6	75.9	1.852	106.0
2206.00	GEOGRAPHY	1,254	34.8	523	89.4	74.4	1.435 !	98.0 •
2207.00	POLITICAL SCIENCE	2,883	48.1 !	686 !	92.8	72.3	1.781	103.6
2208.00	SOCIOLOGY	2,092	41.1	615	92.9	66.5	2.522 ...	102.8
3002.00	FOOD SERVICE TECH	566	21.5 ...	427 ...	89.7	90.7 !	2.170	103.6
3007.00	COSMETOLOGY	3,840	64.0 !	582	99.2	67.2	1.957	96.3 •
4903.00	HUMANITIES	1,038	115.3 !	1,038 !	86.2	60.7 ..	1.637 !	111.4
4930.00	GENERAL STUDIES	616	25.5 ...	452 ..	84.0	48.8 ...	0.931 !	101.4
4931.00	GENERAL WORK EXP	2,945	24.9 ...	375 ...	80.2 .	63.1 .	2.288	95.0 •
5340.00	METAL TRADES, APP	--	--	--	--	--	1.077 !	--
5345.00	AUTO MECHANICS, APP	--	--	--	--	--	3.805 ...	--
5349.30	MEAT CUTTER, APP	192	24.0 ...	444 ..	92.7	85.4	1.475 !	106.2

Prepared by CARVELL Education Management Planning, Inc. from data provided by PCC sources.

1. WSCH is merely an indication of program size and should not be used as an indicator of program performance during this analysis. This factor was not flagged as above or below PCC averages on Table 3.

2. On factors related to class size, WSCH/FTEF, grade patterns and student retention, TOP performance for 1981 was flagged according to the following scale. See Table 3.

   - 10.0% to 15.0% below the PCC average (median for class size) was flagged with a dot (.).
   - 15.1% to 20.0% below the PCC average was flagged by two dots (..).
   - 20.1% or more below the PCC average was flagged by three dots (...).
   - 20.1% or more above the PCC average was flagged by an exclamation point (!).

3. For assigned instructional expenditures TOPs were flagged according to the following scale.

   - 10.0% to 15.0% above the PCC average was flagged by a dot (.).
   - 15.1% to 20.0% above the PCC average was flagged by two dots (..).
   - 20.1% or more above the PCC average was flagged by three dots (...).
   - 20.1% or more below the PCC average was flagged by an exclamation point (!).

4. TOPs not performing against themselves as strongly as they had in the past show a composite score of less than 100. and are marked with a circle (●).

The Task Force noted that using the above guidelines to flag various review factors merely points out directions in which individual performance varies from the PCC average performance. Variations may be explained by a number of circumstances. Once identified, the reasons for the variations should be sought.

COMMENT: The data summarized on Table 3 is critical to program management and decision making by the Office of Instruction and at the department level. The multi-scaled guidelines proposed by the Task Force provide workable standards by which program performance can be monitored and compared with PCC averages over time so that changes can be traced. It should be noted that the guidelines suggested were used by the consultants as part of their independent analysis. The percentages suggested by the Task Force for this review could be modified by PCC in future reviews. It should be one of the responsibilities of the Task Force in future reviews to suggest guidelines for analysis of TOP performance. As future reviews are conducted past-performance of an individual TOP compared to current performance will become an important factor for program improvement.

Analysis of TOP by Size and Growth Patterns

Information contained on Table 3 was used by the consultants to analyze general program patterns as well as individual TOP performance. Before discussing individual program performance it is useful to examine the patterns of TOPs in terms of size and growth.

Six large programs comprise about one third the total WSCH generated by PCC in credit programs in Fall 1981. They are English, Physical Education, Mathematics, Computer and Information Sciences, Psychology and Art. These programs appear to have flexibility because of their size and except for size of program (WSCH), generally fall at or above the PCC averages for the program review factors used in this study. Table 4 shows the growth of these programs in terms of WSCH over the four semester period covered in this study. As can be seen, Computer and Information Sciences is a rapidly growing program with over a 60 percent increase; English shows almost a 30 percent increase; and the six together show an 18 percent increase compared to the total of all PCC credit programs which show about a 13 percent increase.

Extending the review to the 14 largest programs at PCC which have at last 4,000 WSCH each in Fall 1981, one can identify half the WSCH generated by the college. See Table 5. These 14 programs account for over half the WSCH and FTEF generated in Fall 1981 as well as half the instructional expenditures in 1980-1981. The averages of these 14 programs follow the institutional averages closely except for size. It is interesting to note the variety of programs encompassed in these 14 programs. If one were to include the next five largest programs, over 60 percent of the total credit program at PCC could be included. This means that about 20 programs have almost three fifths the total PCC WSCH.

COMMENT: The large concentration of PCC instructional program in fewer than 20 TOPs indicates that many smaller programs are offered. Only one vocational program is among the six largest programs and four vocational programs among the 14 largest. Programs in the Engineering and Technology Department, Business Department and Allied Health Department are numerous but tend to be smaller than the large programs shown here. Five of the 14 largest TOPs exceed the average PCC instructional expenditures; one of which was vocational. Both retention rates and percent passing grades were split half above the PCC average and half below. This confirms the Task Force observation that program size by itself is not an adequate indicator of programs efficiency or quality. However, it should be noted that small programs may have less flexibility than large ones when enrollment declines.

Analysis of TOPs in Relation to PCC Patterns

Information shown on the Master Summary (Table 3) with the Task Force guidelines for flagging programs was used by the consultants to conduct their independent analysis. All review factors, except WSCH, were used for the analysis summarized below. See Figure 5.

- Class Size: 69 TOPs were flagged as being at variance with the PCC median class size--29 exceeded the PCC median (35.0) by over 20 percent; 40 fell below the PCC median by at least 10 percent. Of these 40 TOPs, 32 fell below the PCC median by over 20 percent. Most (26) of this latter group were occupationally

Table 4

THE FOUR SEMESTER WSCH PATTERNS FOR THE SIX LARGEST PCC PROGRAMS
BASED ON WSCH AT FIRST CENSUS

TOP NO.	NAME OF PROGRAM	SPR 80	FALL 80	SPR 81	FALL 81	% CHANGE FOR 4 SEM.
1501.00	ENGLISH	16,548	18,915	18,140	21,501	+ 29.93%
0825.00	PHYSICAL EDUCATION	19,548	18,551	19,425	21,038	+ 9.30
1701.00	MATHEMATICS	11,010	10,932	10,959	11,829	+ 7.44
0701.00	COMPUT. & INFO.SCI.	5,579	6,054	7,312	8,966	+ 60.71
2001.00	PSYCHOLOGY	6,775	7,185	6,920	7,591	+ 12.04
1002.00	ART	7,062	6,950	7,462	7,330	+ 3.79
	TOTAL OF 6	66,222	68,587	70,218	78,255	+ 18.17%
	PCC TOTAL	215,788	216,099	226,333	243,113	+ 12.66%
	6 AS % OF PCC TOTAL	30.69%	31.74%	31.02%	32.19%	

WSCH Census numbers include short courses that may have started after first census.
Prepared by CARVELL Education Management Planning, Inc. from PCC data sources listed in the Appendix of this report.

Table 5

ANALYSIS OF PCC'S 14 LARGEST PROGRAMS
Fall, 1981

TOP NO.	TOP NAME	WSCH	CLASS SIZE	WSCH/ FTEF	% PASSES	RETENTION RATES	1980-81 EXPEND.
1501.00	ENGLISH	21,501	31.8	485	91.5%	73.9%	$2.133 1)
0825.00	PHYS. EDUC.	21,038	34.9	681	92.3	72.6	1.979
1701.00	MATHEMATICS	11,829	35.5	627	88.8	79.4	1.819
0701.00	COMPUT.&INFO.	8,966	44.2	664	89.1	69.9	1.193
2001.00	PSYCHOLOGY	7,591	44.4	657	92.1	77.3	1.721
1002.00	ART	7,330	31.0	559	89.5	68.0	1.644
1004.00	MUSIC	6,581	25.0	387	87.9	66.9	3.229
0502.00	ACCOUNTING	6,350	47.0	706	92.6	67.4	1.851
1905.00	CHEMISTRY	6,254	32.8	560	85.2	64.8	2.572
2205.00	HISTORY	5,964	44.2	663	90.6	75.9	1.852
0401.00	NAT'L LIFE SCI	5,516	37.3	599	92.5	79.6	2.685
1203.00	NURSING, R.N.	5,502	16.7	258	99.0	93.6	4.675
1011.00	PHOTOGRAPHY	5,258	37.1	696	86.6	65.0	1.998
1105.00	SPANISH	4,158	36.1	543	83.1	63.2	1.845
% OF PCC TOTAL WSCH		50.94%					
% OF PCC TOTAL FTEF				50.52%			
% OF PCC INSTRUC. EXP.							52.59%

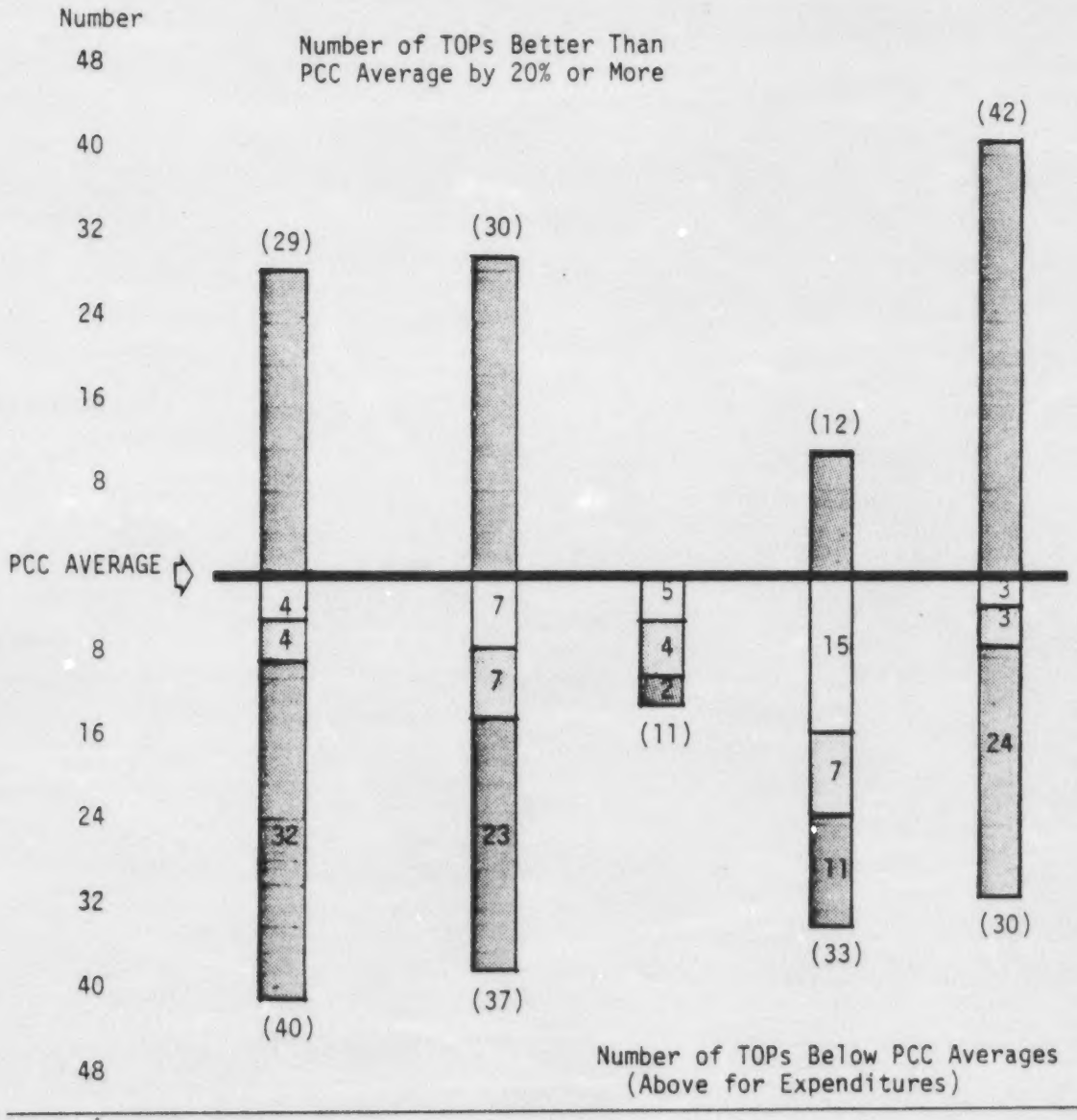
FACTOR	14 LARGE	PCC TOTAL
Class Size	35.8 med.	35.0 med.
WSCH/FTEF	552 mean	548 mean
% Passing Grades	89.9% med.	89.6% med.
		90.4% mean
Retention Rates	71.3% med.	71.0% med.
		72.3% mean
Expend. per Annual Contact Hour	$1.916 med.	$1.916 med.
		$2.095 mean

1) Per annual contact hour.
Prepared by CARVELL Education Management Planning from data provided by PCC from sources listed in the Appendix of this report.

Figure 5

PROFILE OF PROGRAMS FALLING ABOVE AND
BELOW COLLEGE AVERAGES IN SELECTED REVIEW FACTORS
(Using PCC Task Force Guidelines, Fall, 1981)

Selected Factor →	CLASS SIZE	WSCH/ FTEF	PASSING GRADES	RETENTION RATES	ASSIGNED EXPENITURES
PCC Averages	(35.0)	(548)	(90.4%)	(72.3%)	($2.095)



Source: Compiled from data on Table 3. ☐ 10-15% ☐ 15.1-20.0% ■ Over 20.0%

related TOPs. Some of these occupationally related programs have State restrictions for student/teacher ratios and others are limited by available student stations.

- WSCH/FTEF: PCC compares favorably with the WSCH/FTEF (faculty load) figures reported by other large Southern California community colleges in many TOPs. An internal analysis of this element shows that 30 TOPs exceeded by 20 percent or more the PCC average (548); 37 fell below the PCC average by at least 10 percent and most (23) of these were over 20 percent below the average with 18 of the 23 occupationally related.

- Grade Patterns: There were 11 TOPs flagged as falling 10 percent of more below the PCC average percent passing grades (90.4%).

- Retention Rates: 33 TOPs were flagged as being 10 percent or more below the PCC average retention rate (72.3%). Of the 12 TOPs that had over 20 percent higher retention rates than the PCC average, 11 were occupationally related.

  COMMENT: Analysis indicates that programs in the health related fields had low class size and WSCH/FTEF due to State standard mandates and were forced to screen applicants for enrollment. Retention rates in these programs tended to be high.

- Assigned Instructional Expenditures: 30 TOPS were flagged as having higher than PCC average expenditures per annual contact hour ($2.095 in 1980-81) compared to 42 with expenditures over 20 percent below the average. Programs with higher than average expenditures were in all instructional categories--general education, transfer and vocational. TOPs related to business and art tended to have lower expenditures per annual contact hour.

  COMMENT: 18 of 33 TOPs flagged for below average retention rates also had expenditures which fell over 20 percent below the PCC average, indicating the TOPs probably had part-time or extended day faculty teaching within them. This may indicate lower holding rates in evening classes or that part-time faculty may need inservice assistance.

- TOP Composite Score: During the current period (Fall 1981), 23 TOPs had composite scores that fell on or below base period averages (1.00). Others exceeded their base composite scores. Taken as a whole, four times as many TOPs experienced stronger performances than fell on or below their previous base period averages.

  COMMENT: It is noteworthy that 18 of the 23 programs falling below their previous averages had WSCHs below the PCC average. This appears to support the contention that small programs tend to be more vulnerable and have less flexibility to any changes which increase expenditures, decrease class size or affect faculty load.

The previous consultant comments about the TOP performance displayed on Table 3 and Figure 5 established the broad framework for a closer look at those programs that were at variance with the PCC averages. Using the Task Force guidelines, the consultants analyzed TOPs that were at variance with PCC averages in more than one factor or were

below the PCC averages in any single factor by more than 20 percent. For purposes of this analysis, class size was not included because of its close relationship to WSCH/FTEF. A total of 49 TOPs fell into these two categories. A list of these TOPs appears in Appendix G. This appendix material provides a convenient means of examining individual TOPs that fell below the PCC averages in several program review factors.

Decision Making Questions

The information presented in this section and in Appendix G provides a framework for further investigation and decision making. Based on this informaton and that shown on Table 6 which identifies TOPs that fell farthest below (above for expenditures) the PCC averages for each program review factor, the consultants have posed ten questions related to various aspects of the program review findings PCC should endeavor to answer before making decisions about individual programs.

1. WSCH: 17 TOPs generated less than 200 WSCH during Fall 1981.

   QUESTION: Unless these 17 TOPs are new and emerging industry programs or are supported by community demand, are they too small to be viable programs?

2. CLASS SIZE: 10 TOPs had an average class size of less than 20 students.

   QUESTION: Unless mandates by State boards restrict larger sections, can these TOPs be made more efficient or are there too few enrollments to warrant continuation?

3. WSCH/FTEF: 16 TOPs had average loads (WSCH/FTEF) of less than 400 which is over 25 percent below the PCC average.

   QUESTION: Should all these programs be reviewed to see if they meet institutional goals and followed up to see if they are placing their completers or are transferring their completers to four-year institutions?

4. % PASS GRADES: 8 TOPs had less than 80 percent of their completers receive passing grades.

   QUESTION: What were the reasons for below PCC average percent of passing grades--lack of student interest, motivation, poor-screening, need for curriculum change, methods of instruction inappropriate, need for support or prerequisite courses?

5. RETENTION: 15 TOPs had retention rates of less than 60 percent.

   QUESTION: What were the reasons for poor retention rates--lack of student interest, poor screening of students prior to enrollment, courses that did not follow stated course descriptions, students who enroll primarily for recreational or avocational purposes, need for

Table 6

ANALYSIS OF THE 20 TOPS FARTHEST BELOW PCC AVERAGES FOR FACTORS RELATED TO WSCH, CLASS SIZE, WSCH/FTEF, PASSING GRADES AND RETENTION AND FARTHEST ABOVE FOR EXPENDITURES PER ANNUAL CONTACT HOUR

FALL 1981										1980-81	
TOP	TOTAL WSCH	TOP	CLASS SIZE	TOP	WSCH/ FTEF	TOP	% PASS GRADES	TOP	RETENTION RATE	TOP	EXPEND PER CONT.HR.
FOR LANG	3	NURS AIDE	7.0	NURS AIDE	131	AERO/AVIA	69.4%	ARABIC	37.8%	DENT ASST	$6.935
GUIDANCE	54	MUS INST	10.3	MUS INST	191	TX STDY	71.2	JAPANESE	47.7	PKS & REC	5.011
LIB SCI	66	MED ASST	13.2	MED ASST	214	AIR COND	71.9	PLUMBING	48.1	NURS RN	4.675
HOME EC	68	DENT L T	15.3	NURS RN	258	LIB SCI	72.4	GEN STDY	48.8	HOME EC	4.459
NURS AIDE	70	NURS RN	16.7	GUIDANCE	270	IND ARTS	76.1	ASTRON	50.6	DENT HYG	4.354
DENT,GNL	117	RADIOL	16.9	NURS LVN	301	ARABIC	76.5	BKG & FIN	51.0	AUTO, APP	3.805
MUS INST	124	CIVIL,CON	17.3	DENT HYG	317	RUSSIAN	77.8	GUIDANCE	55.6	NURS LVN	3.668
INSUR	135	DENT HYG	17.4	DENT, GNL	320	ELECTY	79.5	REC&TOUR	56.2	ADM OF JUS	3.320
RUSSIAN	140	GUIDANCE	18.0	DENT L T	320	GNL WK EX	80.2	WELDING	56.8	JOURNALISM	3.294
IND TECH	154	DENT,GNL	19.7	INSURANCE	338	REC&TOUR	80.2	ITALIAN	57.3	MUSIC	3.229
PLUMBING	162	FOOD,DIET	21.3	JOURNALISM	338	ELEC,LASER	81.3	REAL EST	57.8	ANTHRO	3.206
PUB ADM	171	FOOD,TECH	21.5	CIVIL,CONST	359	PKS & REC	81.5	EM MED	58.4	ANTHRO,MEX	3.172
CHINESE	190	RADIO/TV	22.7	DENT ASST	368	BKG & FIN	82.5	FRENCH	58.7	LATIN	3.123
HEBREW	190	INSURANCE	22.9	GNL WK EX	375	PURCHASING	82.9	FORESTRY	58.9	RUSSIAN	3.084
M CUT,APP	192	NURS LVN	23.8	SP SER AIDE	386	SPANISH	83.1	BUS MGMT	59.7	GERMAN	3.051
INT DES	198	DENT ASST	24.0	MUSIC	387	ASTRON	83.3	INSUR	60.0	GNL ENG	2.906
PKS & REC	199	M CUT,APP	24.0	TX STUDIES	415	WELDING	84.0	CHINESE	60.5	DRAFTING	2.906
ASTRON	249	PRINTING	24.3	ANTHRO,ASIAN	416	GNL STDY	84.0	HUMANIT	60.7	GEOLOGY	2.782
TX STDY	249	GNL WK EX	24.9	RUSSIAN	420	FIRE CNTR	84.5	CLOTH,TEX	62.2	ENV DES	2.713
ENG GNL	261	MUSIC	25.0	PKS & REC	427	CHEMISTRY	85.2	CIVIL,CON	62.3	LIFE SCI	2.685

Prepared by CARVELL Education Management Planning, Inc. from printouts supplied by PCC, May 1982.

new instructional strategies, prospect of student failure? If students are enrolled primarily for recreational purposes, should some of these courses or programs be moved to community/continuing education on a student fee basis?

6. EXPENDITURES: 12 TOPs had expenditures per annual contact hour that were 1-1/2 times greater than the PCC average.

   QUESTION: What are the reasons for above average TOPs' expenditures--use of long-tenured, contract staff; low class size; low loads (WSCH/FTEF); one-time expenditures; high cost laboratories; changes in staffing patterns; too many sections offered; too small WSCH to allow flexibility in the program? Are there external resources that could be used to offset high costs?

7. COPES REVIEWS: COPES reviews (State vocational education reviews) often indicated lack of follow-up and placement data.

   QUESTION: How can these data be gathered in a systematic and ongoing manner, not only on vocational students but on all students, so that both the Office of Instruction and other staff are apprised of the data?

8. TOPS WITH NO ENROLLMENT: 5 TOPs (Education-0801.00, Instrumentation Technology-0943.00, Sanitation/Public Health Technology-1119.00, Energy Management-0999.90, and Portuguese-1119.00) had no enrollment in courses during the past four semesters.

   QUESTION: Should these TOPs be considered for removal from the TOPs' catalog?

9. COURSES WITH NO ENROLLMENT: Several TOPs had courses which were not taught during the past four semesters.

   QUESTION: Should these courses be considered for removal from the various TOPs or should they be reviewed for curriculum update and reorganization?

10. LOW PERFORMANCE TOPS: 49 TOPs listed in Appendix G had some aspect of their performance that fell below PCC averages for one or more of the six program review factors.

    QUESTION: Are there clearly stated objectives for these (and other) TOPs that define their purposes, target populations, and are there special circumstances that explain performances that fall below PCC averages?

Consultant Observations About Selected TOPs

The information contained in Appendix G and on Table 6 was used to develop consultant general comments about selected TOPs. Additional information obtained from personal interviews with department chairs, survey responses and comments, and a review of the COPES reports (State vocational education reviews) was incorporated in the following observations about TOPs that were deemed to be most in need of further examination or monitoring by PCC. Specific comments on each of the 115 TOPs are included on the TOPs

Summary Sheets which appear in Volume II.

For convenience, the following observations are arranged in TOP alphabetical sequence or are clustered by the department in which the TOPs are offered. There is no priority order to the comments.

- Astronomy (1911.00). Although five courses are listed in the TOP catalog, only one course in two sections was taught in Fall 1981. Retention rates were very low and percent passing grades were below the PCC average. This means that less than half the students beginning Astronomy completed satisfactorily.

- BUSINESS (various TOPs). Several TOPs in this department have high loads (WSCH/FTEF) and class sizes, but retention rates indicate a need for further review to determine if retention is related to large class size or other factors. Many business related courses are offered in the extended day program and some of these programs appear to have lower retention rates. Is this because of variations in student motivation or a need for inservice for instructors who are not full-time contract in instructional methods and strategies? More complete follow-up and placement data are needed about students. Particular programs in need of possible modification or reorganization are addressed below.

  - Banking and Finance (0504.00). Retention rates in this program are low. The State COPES review (vocational education review) indicated placement from this program was below expectations.

  - Business Management, Recreation and Tourism (0506.00). Both percent passing grades and retention rates fall below the PCC averages. This program may be reflecting current market conditions. Loads and class size are above average and expenditures are below; however, questions are raised that need to be answered related to the reasons students enroll. Good follow-up data are needed to indicate job placement success of completers.

  - Insurance (0512.00). This TOP is small (135 WSCH), has small class sizes, loads (WSCH/FTEF) and lower than average retention raes. It may not be a viable program except on a periodic or demand basis.

  - Real Estate (0511.00). Retention rates in this TOP are low and it is not performing as well as it has done in the past. Performance may partly be reflected by current market conditions but also by changing State licensing requirements.

  - Tax Studies (0599.20). This TOP appears to warrant consideration for movement to community/continuing education on a fee basis. It falls below the PCC averages in five of six factors and did not improve against itself over the four semester base period.

- ENGINEERING AND TECHNOLOGY (various TOPs). Several TOPs in this department appear to warrant further review due to one or more factor ratings and/or because of data available from COPES reviews which indicated lack of adequate facilities, follow-up and placement data, and inservice needs. Those TOPS that have comments on individual summary sheets indicating modifications are Air Conditioning, Auto Mechanics, Welding, Drafting, Engineering (General), Electronics and Printing. Noted here are Administration of Justice, Aero and

Aviation Technology, Civil and Construction Management, Construction, Plumbing, and Industrial Arts.

- Administration of Justice (2105.00). Although 22 courses are listed for this TOP, only 5 were taught in Fall 1981. Loads (WSCH/FTEF) and retention rates are below the PCC averages and expenditures per contact hour are above. It appears this program may need reorganization and possible movement to another department, e.g., Social Science.

- Aero and Aviation Technology (0950.30). When percent passing grades are linked with retention rates which fall below the PCC averages, less than half the students who started in Fall 1981 completed their courses satisfactorily. No follow-up data were available to indicate the success of students from this TOP.

- Civil and Construction Management (0957.30). This is a small program with small class size, low loads (WSCH/FTEF) and lower than average PCC retention rates. No current follow-up data were available in the PCC vocational eduation office for this program. The size of the program has decreased over the four semesters and it currently falls below its own past performance.

- Construction, Plumbing (0952.30). This is a small program that is not offered every semester. Class size and loads (WSCH/FTEF) are high in this TOP; however, retention rates are very low. Reasons should be sought for poor retention rates if the TOP is to be offered in the future.

- Industrial Arts (0839.00). This is a transfer program for students planning to teach in industrial arts areas. Below average percent of passing grades coupled with below PCC average retention rates indicate students in this program should be followed to see if they transfer to four-year institutions.

- COMMUNICATIONS (two TOPs). There are two TOPs suggested for review.

  - Journalism (0602.00). This TOP should be reviewed to improve its load (WSCH/FTEF) and expenditures per annual contact hour. Team teaching has been used as an instructional method and may have to be reviewed in light of low class size and the high level of expenditures.

  - Radio/Television (TEL/COM) (0603.00). 22 of the 30 courses in this TOP were taught in Fall 1981. This TOP is comprised of courses which have two separate functions, those related to technicians and those related to performers. This has posed some coordination problems in small studios with equipment limitations. The coordination of this program with the PCC radio station, KPCC, has led to conflicting educational and instructional priorities. Loads (WSCH/FTEF) are uneven for various courses. Futher details are included on the summary sheet for this program, but it should be noted that retention rates in the program are generally good. Reorganization of the curriculum in this TOP might be warranted.

- Cultural Anthropology (2202.--). This program area is comprised of three separate TOPs. Review of the TOPs indicate some reorganization or coordination of these programs may be in order. These programs include ethnic cultural courses

that are interdepartmental in nature. They cut across the fine arts, foreign languages, English, communications and social sciences. Comments are made on each TOP sheet but loads (WSCH/FTEF), class size, size of programs and instructional expenditures vary.

- FOREIGN LANGUAGES (1101.00 to 1112.00). A dozen different foreign languages are offered at PCC. Staff survey responses, departmental review and program data indicate a need for improving laboratory facilities and equipment. If the foreign language laboratory is to be an integral part of the total foreign languages delivery system, it needs to have operational equipment, up-to-date tapes and adequate support staff.

  Some courses offered within the individual languages (100 and 300 series) are not transferable to four-year institutions and might be considered for community/continuing education on a fee basis as might some languages in which there is no evidence of high transfer rates to other colleges or universities. Some foreign language TOPs have poor retention rates and low percent of passing grades with accompanying high expenditures per hour of instruction. Follow-up data from students transferring to four-year institutions need to be obtained to discern which languages are used to meet transfer program needs of students and which are primarily taken for life-long learning. Each language course should be categorized as essential to transfer core, beneficial and helpful to the achievement of transferring students, or personal enrichment. Then appropriate action needs to be taken to enhance the languages at PCC as well as to improve their retention rates, percent passing grades and reduce expenditure rates.

- General Work Experience/Cooperative Education (4931.00). WSCH in this program is down almost 25 percent from the four-semester average. Retention rates, percent passing grades, load (WSCH/FTEF) and class size fall below the PCC averages and the program is not performing well against its own past performance. Based on these data as well as comments from the staff survey, this TOP needs to be examined for possible reorganization. The function of this program needs to be defined and communicated to both PCC staff and students.

- HOME ECONOMICS RELATED AREAS (1301.00, 1303.00 and possibly 0203.00). These three programs (Home Economics, Clothing and Textiles, and Interior Design) are diffused through the departmental organization at PCC. Interior Design and Home Economics are very small programs generating less than 200 WSCH each in Fall 1981. Clothing and Textiles is larger (1503 WSCH) but has lower than average class size and retention rates and has not improved compared to its four-semester base period. The State COPES review indicated a need for more complete follow-up and placement data.

- MUSIC (two TOPs). Two instructional programs, plus several external but related functions, come under the management of the Music Department. The two credit instructional programs are noted here.

  - Industrial Technology, Music Instrument Repair (0956.90). This program at PCC is one of only two such programs in the State. It is a very small program. Class size and load (WSCH/FTEF) are extremely low and it is not improving when compared against itself for any factors reviewed in the study. Retention rates of various courses were below expectations and placement data were not available. An assessment of the need for this

program should be undertaken.

- Music (1004.00). This TOP is the seventh largest program at PCC in terms of WSCH generated in Fall 1981. A plethora of courses (93) exists and many courses have low student enrollment. As a result the program has small section sizes, loads (WSCH/FTEF) and higher than average expenditures. Consolidation of music courses should be examined and implemented.

- NURSING AND ALLIED HEALTH PROGRAMS (various TOPs). These programs tend to have low class size, loads (WSCH/FTEF) and associated higher expenditures per instructional hour. Retention rates in these programs tend to be very good. Placement data need to be systematically documented for all completers on an ongoing basis. It may be that PCC will be unable to continue to offer the wide variety of programs it has offered in the past as financial limitations come into conflict with State mandates for program standards and class size. At present it appears that three TOPs, Medical Assisting, Nurse Aide, and Emergency Medical Services, are not doing as well as other medical, dental and nursing programs and should be reviewed for student demand and employment opportunities. Are these three programs available at other area institutions?

  If funds become available to update dental laboratory facilities, it would be prudent to consider increasing the number of available stations or seek other ways to offset the costs of an attending dentist because Dental Assisting is currently the highest expenditure per contact hour program offered at PCC.

- Parks and Recreation Management (2103.00). This TOP falls below the PCC average on WSCH, class size, load (WSCH/FTEF) and percent passing grades. The expenditures per contact hour are over 2-1/3 times higher than the PCC average. Data were not available to indicate follow up or placement of students from this TOP.

- Special Education, Service Aide (0808.20). Low loads (WSCH/FTEF) and below average retention rates indicate this program may need reorganization.

As stated, additional comments about individual TOPs and particular courses within the TOPs may be found in the technical report (Volume II) on the individual TOP summary sheets (Summary of TOP Review Data) and backup materials delivered to the Office of Instruction.

Several programs, such as science programs, had higher than average expenditures that appeared to be related to the lack of flexibility in staffing patterns or costs of laboratory materials. Generally, vocational education programs had more flexibility in the use of hourly staffing patterns than did transfer-related programs; as a result vocational education programs had no higher instructional expenditures when taken as a whole than transfer programs. Although social science programs sometimes carried high loads (WSCH/FTEF), the expenditures for contract faculty tended to offset the high load and class size factors. Business, on the other hand, tended to have high loads and lower than average expenditures in some courses due to the use of hourly instructors; however, some courses had lower retention rates. Finally, TV courses tended to have low retention rates.

The tables and consultant observations contained in this section are intended to provide the Office of Instruction and department chairs with the basis for careful

decision making and planning for program improvement which is founded on a data-based set of criteria.

General Comments and Conclusions

This initial independent program review has set in motion a process and objective criteria for examining credit instructional programs. With modifications, the process could be applied to other institutional services and activities using different performance criteria. The critical elements in program review are consistency and objectivity when compiling information so that comparisons can be made over time, across similar programs, with institutional averages or established standards, and with some external reference points.

The definitions and procedures used in this program review model are explained more fully in Volume II; however, there are several consultant observations that were derived as part of their involvement with the staff of the college. These lie beyond the mechanics of program review and no specific data support them, but the outside perspective may be valuable to the future implementation of program planning and review.

One has to be impressed by the high caliber and dedication of the great majority of PCC staff members who contributed to the review process. Their genuine concern for the institution and its excellence have to be commended. The elements that give rise to concern about the capacity of PCC to implement a program review process are not related to the professional competency of the staff but to some institutional and human factors that were observed. These are summarized below.

1. The college has a strong sense of its own traditions and history. One has the impression that PCC revels in its past reputation rather than seeks ways to successfully meet its future. The college seems to exude an institutional preference for its own internal standards and staff rather than recognize or appreciate new and/or external forces that could provide a dynamic change in the institution's mode of meeting the community needs with limited resources. This institutional perspective seems to reinforce the value given to traditional modes of instructional delivery and the difficulty some staff members have in accepting fully the increasing proportion of nontraditional students who seek an education at PCC.

2. There is a sense of compartmentalization or fragmentation in the organizational structure and modes of planning and operation at the college. There does not appear to be a process for dealing with problems that cut across defined organizational units or boundaries. Examples of this occur in instructional programs (TOPs) that are comprised of courses that fall into two or more departments. There are 15 or more TOPs that fall into this category. The staff seem to possess stronger loyalities to their respective operational units or departments than to the broad institutional needs. Perhaps this institutional segmentation stems from the need for PCC to focus on its institutional and educational goals so that consensus can be reached and priorities set accordingly.

3. There is an apparent need for more precise institutional data and a systematic method for compiling, analyzing and disseminating such information. The institutional and programming planning process requires that a reliance be placed on an accurate, complete and workable management information system.

This includes employment of a systematic means of obtaining student feedback, community input, and labor market data for program planning and review. A move to a stronger data-based management and decision support system may help alleviate the concern of some faculty and administrators who responded in the survey that institutional decision making and communications need to be more open.

4. Even though there are several modern facilities on campus, the college seems to suffer from an aging process that contributes to a dated institutional atmosphere. The newer facilities do not seem to offset the lack of flair and modern color schemes or add to the vitality of the older buildings. The library and physical education facilities are notable in their need for restoration, but so are the performing arts facilities. Even though financial resources are not available for major restoration of the campus, perhaps the aging and deterioration of facilities can be slowed by care and imagination during ongoing maintenance, repairs and painting. The PCC Foundation can play a part by providing professional suggestions in its future facilities master plan which will help remediate the aging process. Age does not need to mean a loss of charm or vitality.

   A different aging problem is the increasing tenure of the faculty. A cursory examination of the age pattern of the contract faculty shows that the average contract faculty age is nearly 50. The median age of contract instructors within a department ranges from 40 in Music to 55 in Foreign Languages. A maturing faculty need not be a negative force; it does mean the role of professional development and inservice needs to be examined at PCC. Professional renewal and revitalization are more critical to the excellence of education than new paint on old buildings. Both can be regenerative in their psychological impact on staff and students.

It is hoped that these consultant observations may add impetus to the institutional deliberations and decisions that are a natural result of an intensive examination of the heart of the college's existence--providing instruction to students so that they might obtain the education they seek. All areas of institutional planning confronting PCC are not covered in the two volume report resulting from this program review. The report does provide ample information and an adequate reference for ongoing review and can establish a pattern of data-based management planning that may be applied to other aspects of the college's operations.

Appendix A

COPY OF SURVEY INSTRUMENT WITH TOTAL RESPONSES SHOWN

PASADENA CITY COLLEGE

Faculty & Administrative Survey on
Educational Programs and Services MASTER SUMMARY N=366

This survey is part of the program review that is being conducted with the assistance of CARVELL Educational Management Planning, Inc. of Los Altos, CA. The purpose of the survey is to obtain your personal and professional judgment about a variety of issues related to the educational goals of the college, the organizational and educational environment within which program improvement at the college can occur, the need for various instructional support services, and your views on instructional programs.

The survey contains five parts.

Part I REVIEW OF EDUCATIONAL MISSION OF THE COLLEGE. This section is to be completed by all members of the faculty and administration.

Part II REVIEW OF EDUCATIONAL & ORGANIZATIONAL CLIMATE. This section contains 10 questions that reflect your view of the working environment and human relations that are essential to considering program review. This section is to be completed by all members of the faculty and administration.

Part III REVIEW OF INSTITUTIONAL RESOURCES/SERVICES & STUDENT SERVICES. This section contains a list of 40 items of which all faculty and administrators are asked to assess their importance to the mission of PCC.

Part IV REVIEW OF PASADENA CITY COLLEGE EDUCATIONAL PROGRAMS & SERVICES. This sections lists 10 items related to the general educational programs and support services offered by PCC. This section is to be completed by all faculty and administrators.

Part V REVIEW OF INSTRUCTIONAL PROGRAMS BY FACULTY. This section contains questions to be answered by faculty members only. Questions deal with specific items for instructors.

We are sorry that we will not be able to meet every faculty member individually, but the information we obtain from this survey form will help us consider issues that are unique to PCC. We will be communicating with department chairs during the review process. Survey results will be summarized and made available to the department chairs as rapidly as possible. INDIVIDUAL RESPONSES TO THIS SURVEY WILL BE CONFIDENTIAL. Only the study team will read and analyze the responses to the survey. You need not sign the survey form but may do so and provide your office number and telephone so that the study team might contact you should they have any questions. Thank you for your cooperation and assistance in completing this form.

Identify the primary responsibility you have at PCC and indicate the department or college administrative unit you work in at PCC.

○ Faculty (Contract/Full-time) ○ Faculty (Hourly/Extended Day) ○ Counselor

○ Administrator ○ Dept. Chair ○ Other: _____

Optional: Name: _____

Office No. _____ Telephone: _____

(This information is for the study team. Your responses to this survey will not be identified in any verbal or written reports prepared by them.)

WHEN YOU HAVE COMPLETED THIS SURVEY, RETURN IT IN THE ENVELOPE THAT IS PROVIDED.

Part I: REVIEW OF EDUCATIONAL MISSION OF THE COLLEGE MASTER SUMMARY

Read each of the following statements and indicate the extent to which you believe the educational goal of the college is essential, then indicate the Rank Order of the seven goal statements as you see them. (1 = most important. 7 = least in importance).

Please include all in ranking.

Related Goal to PCC Mission	Essential to PCC	Beneficial But Not Essential	Not Needed At PCC	RANK ORDER 1 to 7	N/R
To provide general educational programs and learning experiences to students	330/90.2%	23/6.3%	--	1.0	13
To provide occupational preparation and appropriate career training on and off campus for youths and adults who wish it	321/87.7	32/8.7	--	2.5	13
To provide a college transfer program for those students who qualify	329/89.9	26/7.1	--	2.5	11
To provide developmental education for students who need to acquire basic skills	200/54.6	124/33.9	22/6.0%	4.5	12
To provide continuing education courses for both credit and noncredit for members of the community	212/57.9	135/36.9	3/0.8	4.5	16
To provide a comprehensive guidance program for students who need assistance in developing educational, career, and personal goals	212/57.9	130/35.5	5/1.4	6.0	19
To provide special community services to enrich cultural life of the community	115/31.4	219/59.8	18/4.9	7.0	14

	Generally TRUE	Generally NOT TRUE	Don't Know &N/R
1. The educational goals of the college have been reviewed and confirmed by the faculty, administration, and board within the past two years	138/37.7%	94/25.7%	134/36.6%
2. The board understands and is supportive of the educational goals of PCC	154/42.1	97/26.5	115/32.5
3. The administration is supportive of the goals	197/53.8	76/20.8	93/25.4
4. The faculty understands and is supportive of the educational goals of PCC	271/74.0	24/6.6	71/19.4
5. The students at PCC understand the goals	111/30.3	116/31.7	139/37.0
6. The community (business/tax payers, etc.) understand and are supportive of PCC goals	115/31.4	104/28.4	147/40.2
7. There are other educational goals that should be considered and adopted at PCC (If True, Specify:_____	48/13.1	67/18.3	251/68.6

Part II: REVIEW OF EDUCATIONAL AND ORGANIZATIONAL CLIMATE MASTER SUMMARY

Read each of the following statements and indicate whether or not you believe it is true for the people who work at PCC. PCC staff include faculty members, administrators, and other professional and classified support personnel.

	Statements Related to Climate at PCC	Generally TRUE	Generally NOT TRUE	Don't Know
1.	People who work at PCC believe that other staff members are trustworthy.	282/77.1%	46/12.8	38/10.4%
2.	People who work at PCC are informed as much as possible about decisions and issues that affect them.	123/33.6	187/51.1	56/15.3
3.	People who work at PCC share and exhibit an impulse to achieve and desire to do a good job.	310/84.7	32/8.7	24/6.6
4.	People who work at PCC share common perceptions about the essential educational goals of the college.	163/44.5	107/29.2	96/26.2
5.	There is goodwill among people who work for PCC rather than rivalry, jealousy or distrust.	212/57.9	91/24.9	63/17.2
6.	The people who work at PCC share a sense of good teamwork, group spirit, and belonging in the college.	182/49.7	118/32.2	66/18.0
7.	The people who work at PCC are proud of the college and the quality of educational programs it provides for the community.	316/86.3	16/4.4	34/9.3
8.	PCC faculty and administration share a mutual respect for each other.	123/33.6	185/50.5	58/15.9
9.	PCC faculty and students share a mutual respect for each other.	308/84.1	19/5.2	39/10.7
10.	People who work at PCC believe that they are movers rather than passive participants in carrying out the mission of the college.	166//45.4	120/32.8	80/21.9
11.	People who work at PCC share a tendency to strive for improvement of the college.	262/71.6	49/13.4	55/15.0

COMMENTS:

Part III: REVIEW OF INSTITUTIONAL RESOURCES/SERVICES AND STUDENT SERVICES

MASTER SUMMARY

Read each of the items listed below and check the response that best reflects your knowledge or experience with the item. If you have insufficient information to make a judgment, check NO OPINION.

Institutional Resource/Student Service	Essential to PCC	Beneficial But Not Essential	Not Needed At PCC	No Opinion &N/R
Administrative Computer Services	180/49.2%	51/13.9%	14/3.8%	121/33.1%
Instructional Computer Center	217/59.3	54/14.7	6/1.6	87/42.3
Extended Campus Programs	189/51.6	124/33.9	11/3.0	42/11.5
Community Skills Center	178/48.6	118/32.2	14/3.8	56/15.3
Cooperative Education Program	90/24.6	127/34.7	53/14.5	96/26.2
College Radio Station, KPCC	120/32.8	174/47.5	25.6.8	47/12.8
Learning Assistance Center	261/71.3	65/17.8	8/2.2	32/8.7
Library Resources	345/94.3	7/1.9	1/0.3	13/3.6
Instructional Resources Center	304/83.1	39/10.7	5/1.4	18/4.9
Instructional TV	138/37.7	162/44.3	27/7.4	39/10.6
Child Development Center (i.e., Child Care Center)	146/39.9	151/41.2	28/7.6	41/11.2
Intercollegiate Athletic Program	118/32.2	171/48.9	45/12.3	24/6.5
College Bookstore Services	323/88.2	37/10.1	1/0.3	5/1.4
Faculty/Staff Development Programs	176/48.1	134/36.6	19/5.2	37/10.1
Institutional Research Services	113/30.9	130/35.5	29/7.9	94/25.7
Public Information Services	201/54.9	102/27.9	15/4.1	48/13.1
Community Liaison Services	172/47.0	114/31.1	18/4.9	62/16.9
Outreach Programs for Business/Community	156/42.6	124/33.9	17/4.6	69/18.9
Personnel Services (for PCC Staff)	264/72.1	47/12.8	9/2.5	46/12.6
Affirmative Action Program	170/46.4	93/25.4	32/8.7	71/19.4
Student Admissions Procedures	308/84.1	21/5.7	2/0.6	35/9.6
Registration Procedures	304/83.1	20/5.5	1/0.3	41/11.2
Student Records	328/89.6	12/3.3	1/0.3	25/6.8
Academic/Educational Counseling	284/77.6	52/14.2	13/3.5	17/4.6
Vocational/Career Counseling	265/72/4	75/20.5	9/2.5	17/4.6
Personal Counseling	156/42.6	161/44.0	26/7.1	23/6.3
Job Placement (for Students)	190/51.9	160/43.7	3/0.8	13/3.6
Scholarships & Financial Aids	249/68.0	94/25.7	4/1.1	19/5.2
Student Activities & Government	196/53.5	124/33.9	21/5.7	25/6.8
Student Health Services	275/75.1	71/19.4	4/1.1	16/4.4
Psychological Services	216/59.0	117/32.0	10/2.7	23/6.3

Part III: REVIEW OF INSTITUTIONAL RESOURCES/SERVICES AND STUDENT SERVICES Continued

Institutional Resource/Student Service	Essential to PCC	Beneficial But Not Essential	Not Needed At PCC	No Opinion
Testing Services	233/63/7%	94/25.7%	2/0.6%	37/10.1%
Extended Opportunity Program & Services	94/25.7	143/39.1	20/5.5	109/29.8
Tutorial Services	185/50.5	143/39.1	12/3.3	26/7.1
Career Information Services	185/50.5	148/40.4	7/1.9	26/7.1
Support Services for Handicapped	261/71.3	86/23.5	3/0.8	16/4.4
Support Services for Returning Students	166/45.4	139/38.0	14/3.8	47/12.8
Support Services for Skill-deficient Students at PCC	189/51.6	115/31.4	22/6.0	40/10.9
Support Services for International/ Foreign Students	146/39.9	150/41.0	21/5.7	49/13.4
Other Institutional Resources/Services or Student Services Not Listed Above				
_____	14/3.8	--	3/0.8	349/95.4
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

COMMENT ON THE QUALITY OR EFFECTIVENESS OF ANY OF THE ITEMS LISTED ABOVE (Specify the item(s) you make comments about)

Part IV: REVIEW OF PASADENA CITY COLLEGE EDUCATIONAL PROGRAMS & SERVICES

Read each of the following statements and indicate whether you believe it is true from your point of view.

Statements Pertaining to PCC Programs	Generally TRUE	Generally NOT TRUE	Don't Know
1. PCC educational programs are viewed as being high quality by:			
. Citizens in the community	283/77.3%	13/3.5%	70/19.1%
. Employers & businesses in the area	261/71.3	17/4.6	88/24.0
. Local high school teachers & counselors	215/58.7	33/9.0	118/32.2
. Full-time students now at PCC	288/78.7	17/4.6	61/16.7
. Part-time students now at PCC	293/80.0	16/4.4	57/15.6
. Former PCC students	302/82.5	8/2.2	56/15.3
. Four year colleges/universities in California	208/56.8	27/7.4	131/35.7
. Other communitiy colleges in California	225/61.5	8/2/2	133/36.3
2. The academic/college transfer program at PCC is considered to be a very important function of PCC by:			
. Citizens in the community	219/59.8%	18/4.9%	129/35.2%
. PCC board members	200/54.6	24/6.6	142/38.8
. PCC administration	219/59.8	30/8.2	117/32.0
. PCC instructors	299/81.7	10/2.7	57/15.6
. PCC counselors	241/65.9	22/6.0	103/28.1
. Current PCC students	271/74.0	19/5.2	76/20.8
. Former PCC students	265/72.4	15/4.1	86/23.5
3. The career/vocational program at PCC is considered to be a very important function of PCC by:			
. Citizens in the community	258/70.5%	15/4.1%	93/25.4%
. PCC board members	180/49.2	37/10.1	149/40.7
. PCC administration	207/56.6	32/8.7	127/34.7
. PCC instructors	257/70.2	30/8.2	78/21.3
. PCC counselors	247/67.5	23/6.3	96/26.2
. Current PCC students	281/76.8	10/2.7	75/20.5
. Former PCC students	265/72.4	8/2.2	93/25.4
4. Student services provided by PCC are considered appropriate for the needs of the students at PCC by:			
. Citizens in the community	115/31.4%	27/7.4%	224/61.2%
. PCC board members	143/39.1	36/9.8	187/51.1
. PCC administration	181/49.4	20/5.5	164/44.8
. PCC instructors	201/54.9	39/10.7	126/34.4
. PCC counselors	196/53.6	17/4.6	153/41.8
. Current PCC students	185/50.5	40/10.9	141/38.5
. Former PCC students	165/45.1	31/8.5	170/46.4

Part IV: REVIEW OF PASADENA CITY COLLEGE EDUCATIONAL PROGRAMS & SERVICES Continued

	Generally TRUE	Generally NOT TRUE	Don't Know
5. Access to educational programs offered by PCC during the day is considered good by the community at large (Credit courses only).	268/73.2%	15/4.1%	83/22.7%
6. Access to educational program offered by PCC during the evening is considered good by the community at large (Credit courses only).	290/79.2	12/3.3	64/17.5
7. The balance of program options between academic and developmental education courses is :			
. Currently satisfactory	154/42.1	39/10.7	173/47.3
. Needs to be reviewed	131/35.8	22/6.0	213/58.2
8. The balance of program options between academic and career/vocational programs is:			
. Currently satisfactory	169/46.2	42/11.5	155/42.3
. Needs to be reviewed	137/37.4	29/7.9	200/54.7
9. The organization of the curriculum by departmental units at PCC is:			
. Currently satisfactory	223/60.9	33/9.0	110/30.1
. Needs to be reviewed	118/32.2	43/11.7	205/56.0
10. Methods for assessing the quality of educational programs and student services at PCC:			
. Currently exist and are satisfactory	103/28.1	80/21.9	183/50.0
. Currently exist but are in need of review	137/37.4	30/8.2	199/54.4
. Do not currently exist, but should be developed	44/12.0	68/18.6	254/69.4
. Do not currently exist, but do not need to be	13/3.6	80/21.9	273/74.6

COMMENTS:

Appendix B

TASK FORCE INTERPRETATIONS OF SURVEY RESPONSES and SUMMARY TABLES

Note: The content of the comments and interpretations in this appendix were developed by the PCC Program Review Task Force based on Tables 1 through 11 which were compiled by CARVELL Education Management Planning, Inc. These tables are included in this appendix and referred to in comments appearing on pages B-2 through B-8.

PROGRAM REVIEW TASK FORCE ANALYSIS AND COMMENTS ON
FACULTY-ADMINISTRATOR SURVEY FINDINGS

A 20 person Program Review Task Force reviewed the survey findings that were summarized on tables by the consultants. During a two hour work session the Task Force was divided into three sub-committees which analyzed the survey results and identified the highlights presented below. The Task Force was asked by the consultants to address three issues: 1) to identify of major findings presented on the summary tables compiled by the consultants, 2) determine the major implications of the findings for the current program review, and 3) make suggestions, based on the survey results, for future program review efforts at PCC.

The major topics analyzed by the Task Force fell into three categories:

1. Educational Functions of PCC and Organizational Climate at the College
2. Perceptions of the Essential Nature of Institutional and Instructional Services, Student Personnel Services, and Special Student Services & Programs Provided by PCC
3. PCC Staff Perceptions of Instructional Programs at PCC.

The following section contains the observations and intrepretations of the Task Force on these three topics. In each case, the major findings are presented; these are followed by the Task Force consensus on major implications of the findings; and then the Task Force suggestions for further or future program review efforts are made.

It is important to note, that these Task Force findings and observations were derived by consensus; therefore, all Task Force members may not be in total agreement with the information presented. The CARVELL consultant team worked closely with the Task Force during the formation of their interpretations. Although the consultants have additonal comments and observations to make, they are in agreement with the general pattern of findings and major implications noted by the Task Force. Many, if not all, of the Task Force suggestions for further or future program review efforts at PCC are reflected in the consultant recommendations and independent observations.

TASK FORCE OBSERVATIONS: EDUCATIONAL FUNCTIONS OF PCC & ORGANIZATIONAL CLIMATE AT PCC

MAJOR FINDINGS: (Based on Summary Tables 2,3, and 4 shown in Appendix B)

1. There was general agreement among all survey respondents that General Education, College Transfer, and Occupational Preparation programs are the most important educational functions of PCC. This is reflected in the less than 3.0 percent difference among the total responses that these are essential educational goals of PCC and that all three programs were among the top three priority rankings given by the total respondents. (Items 1,2,3, Table 2)

2. Developmental Education and Continuing Education are perceived to be of lesser importance to PCC than the previously noted educational functions. (Items 4, 5, Table 2)

3. Guidance supports the major educational functions of PCC and was considered more essential by administrators, department chairs, and counselors than faculty respondents. (Item 6, Table 2)

4. Among all groups of respondents, Community Services is perceived to be the least essential educational function of PCC. (Item 7, Table 2)

5. There is little agreement among responding groups about whether PCC educational goals have been reviewed within the past two years. (Item 1, Table 3)

6. With the exception of administrators, other groups feel that the PCC Board does not fully understand and support the college educational goals. (Item 2, Table 3)

7. More respondents believe that administrators support the PCC goals than does the Board of Trustees. (Items 2,3 of Table 3)

8. All responding groups indicate that Faculty understand and support PCC educational goals. (Item 4, Table 3)

9. Less than half of all responding groups, except Counselors, believe that students understand PCC educational functions or goals. (Item 5, Table 3)

10. With the exception of administrators, less than half of the other survey respondents feel the community understands and supports PCC educational goals. (Item 6, Table 3)

11. At the present time, there is little support for the addition of other educational goals at PCC. (Item 7, Table 3)

BASED ON THE SURVEY RESULTS THERE APPEARS TO BE GENERAL AGREEMENT ABOUT THE MOST IMPORTANT PCC EDUCATIONAL FUNCTIONS AND GOALS AMONG RESPONDING GROUPS, BUT THIS IS ACCOMPANIED BY CONCERN THAT SUCH GOALS NEED TO BE REVIEWED AND DISCUSSED TO BE SURE THAT PRIORITIES ARE IDENTIFIED.

12. All responding groups are in general agreement that people at PCC believe others are trustworthy, want to achieve and do a good job, are proud of PCC, and strive to improve the college. (Items 1,3,7,11, Table 4)

13. All groups of respondents indicate that there is a lack of necessary communications at PCC and that the majority do not share a common perception about the essential goals of the institution. (Items 2, 4, Table 4)

14. There were mixed perceptions among responding groups about the degree of goodwill among people at PCC, the extent to which people have a sense of teamwork, and the extent to which faculty and administration share mutual respect. (Items 5,6,8, Table 4)

15. Response patterns indicate that all groups feel faculty and students share mutual respect. (Item 9, Table 4)

16. With the exception of Administrators, less than 50 percent of the responding groups feel that people at PCC are movers rather than passive participants. (Item 10, Table 4)

SURVEY RESPONSES INDICATE THAT A SUBSTANTIAL COMMUNICATIONS PROBLEM EXISTS BETWEEN FACULTY AND ADMINISTRATORS WHICH CONTRIBUTES TO A MUTUAL LACK OF RESPECT. ALL SEGMENTS OF THE COLLEGE POPULATION INDICATED THAT THEY FEEL UNINFORMED ABOUT ISSUES AND DECISIONS THAT AFFECT THEM AND, THUS, TEND TO SEE THEMSELVES AS PASSIVE PARTICIPANTS RATHER THAN MOVERS IN THE COLLEGE.

MAJOR IMPLICATIONS OF FINDINGS: Educational Functions & Organizational Climate

1. The current mix of defined educational functions for PCC appears to be a good one in relation to the traditional comprehensive community college mission defined in California at the present time.

2. There appears to be a need to determine what the community knows about and what it will support in the way of educational goals for PCC. Further, there is a need to get various groups within the college and community to agree upon the priority of PCC educational goals and to work collectively toward their attainment.

3. It appears that various groups at PCC feel good about the college and the people with whom they work in their immediate department or unit, but that respect and communications among units need to be improved.

THE IMPLICATIONS FROM THE SURVEY REGARDING ORGANIZATIONAL CLIMATE IS THAT IN ORDER TO IMPROVE THE QUALITY OF COMMUNICATIONS AND IMPROVE WORKING RELATIONSHIPS AMONG PEOPLE IN DIFFERENT GROUPS, CONSENSUS MUST BE REACHED ON THE PRIORITY OF GOALS AT PCC AND EMPHASIS MUST BE PLACED ON UNITY AND THE POSITIVE FEELING PEOPLE HAVE FOR THE COLLEGE.

SUGGESTIONS FOR FURTHER AND FUTURE PROGRAM REVIEW:

1. Even though Community Services was given a relatively low priority by survey respondents, it remains a valuable PCC educational service to the community. When such programs and services can be offered because of expressed student demand and program costs can be offset or recovered, they should continue to be offered. As financial resources become more limited, a definition of cost recovery and institutional standards for determining program costs should be developed and implemented. In this light, Community Services have a valuable place in the educational mission of PCC.

2. In view of the recent changes in State educational mandates and funding conditions for community colleges, a comprehensive review of PCC short and long range educational goals should be undertaken. This should include input from the community and student population that is served by the college. A task force should be formed to achieve the review and confirmation of PCC goals.

3. The faculty and administators should commit themselves to development and implementation of specific steps and programs to enhance the exchange of mutual information related to all aspect of college planning and ongoing program review.

4. The total organizational structure of the college should be examined to see if it lends itself to the efficient and effective operation of the college functions and improvement of communications and working relationships. Questions related to how to improve communications between faculty and administrators should be explored. What should be the role of department chairs, the faculty senate, or other administrative units?

5. The college should strive to emphasize its strengths and develop a spirit of teamwork in order to address and solve college problems. A mandatory reorientation program for the instructional staff, counselors, and administration should be implemented. This should be done annually, starting each September

when new faculty orientation is held. All college certificated staff and managers should be required to participate. Such an undertaking would acquaint the college staff with new programs and services, help them understand the changes that are occurring at the college, and remind them of the varied and exceptional opportunities on our campus. This would be the basis for knowledge of our goals, programs and services and help improve communications in general.

TASK FORCE OBSERVATIONS: ESSENTIAL PCC INSTITUTIONAL AND INSTRUCTIONAL RESOURCES, STUDENT PERSONNEL SERVICES, & SPECIAL STUDENT SERVICES AND PROGRAMS

MAJOR FINDINGS: (Based on Summary Tables 5,6, & 7 in Appendix B)

1. As a pattern, a high portion of all respondents believed that the College Bookstore and Personnel Services were essential to the attainment of PCC educational goals. (Items 6, 8, Table 5)

2. Administrative computer services were more apt to be deemed essential by those respondents with management responsibility than those without such responsibility. (Item 1, Table 5)

3. Faculty/Staff Development did not receive strong support from any group except counselors. (Item 2, Table 5)

4. There was little support for Institutional Research by any group except administrators. (Item 3, Table 5)

5. Except for Administrators, other groups did not indicate strong belief that Public Information or Affirmative Action were essential to PCC goals. (Items 4,7, Table 5)

6. Community Liaison Services were deemed essential to PCC goals by less than half all respondents. (Item 5, Table 5)

THE COLLEGE BOOKSTORE AND PERSONNEL SERVICES WERE CONSIDERED ESSENTIAL BY A STRONG MAJORITY OF ALL RESPONDENTS. OTHER INSTITUTIONAL RESOURCES GENERALLY WERE NOT DEEMED ESSENTIAL BY A LARGE PROPORTION OF ANY GROUP EXCEPT MANAGERS WHO HAVE CLOSER CONTACT AND USE OF SUCH SERVICES.

7. Library Resources, Learning Assistance Center, and Instructional Resource Center were rated essential to PCC goals by all responding groups. (Items 12,13,14, Table 5)

8. The Instructional Computer Center, Outreach Programs, Extended Campus Programs, and the PCC Community Skill Center were viewed as essential to PCC goals by about half or more of all responding groups. (Items 9,15,16,18, Table 5)

9. Instructional TV, College Radio (KPCC), Cooperative Education, and Intercollegiate Athletics were not viewed as essential to PCC educational goals by the majority of survey respondents in all groups. (Items 10,11.17,19, Table 5)

THE LIBRARY, LEARNING ASSISTANCE CENTER, AND INSTRUCTIONAL RESOURCE CENTER WERE VIEWED AS ESSENTIAL TO PCC EDUCATIONAL GOALS BY THE MAJORITY OF RESPONDENTS FROM ALL GROUPS. OTHER INSTRUCTIONAL RESOURCES RECEIVED LOWER LEVEL OF SUPPORT AS BEING ESSENTIAL, WITH INSTRUCTIONAL TV, THE RADIO STATION (KPCC), COOPERATIVE EDUCATION, AND INTERCOLLEGIATE SPORTS BEING AMONG THOSE WITH THE LOWEST LEVEL OF SUPPORT FROM MOST SURVEY RESPONDENTS.

10. Fewer respondents considered Personal Counseling, Job Placement Services, and Student Activities & Government essential to PCC educational goals than other Student Personnel Services. Other student services listed in the survey were deemed essential by a strong majority of respondents from all groups. (Items 6,7,9, Table 6)

STUDENT ADMISSIONS, REGISTRATION, AND STUDENT RECORDS WERE DEEMED AN ESSENTIAL PART OF STUDENT PERSONNEL SERVICES BY A STRONG MAJORITY OF ALL SURVEY RESPONDENTS. ACADEMIC/ EDUCATIONAL COUNSELING, VOCATIONAL/CAREER COUNSELING, AND STUDENT HEALTH SERVICES WERE ALSO RATED ESSENTIAL BY OVER 70 PERCENT OF THE TOTAL SURVEY RESPONDENTS.

11. With the exception of Handicapped Services, there was little support for special student services. EOP, Childcare, and Services for International students were seen as essestial by less than half the respondents. (Items 1,2, 8, Table 7)

AS A PATTERN, IT APPEARS THAT INSTITUTIONAL AND INSTRUCTIONAL RESOURCES AIMED AT TRADITIONAL ON-CAMPUS PROGRAMS AND TRADITIONAL STUDENT POPULATIONS ARE VIEWED AS ESSENTIAL TO PCC GOALS BY MORE RESPONDENTS THAN ARE RESOURCES DIRECTED TO OFF-CAMPUS EDUCATIONAL ACTIVITIES OR NONTRADITIONAL STUDENT POPULATIONS.

MAJOR IMPLICATION OF FINDINGS: Essential PCC Institutional Resources. . .

1. People who responded to the survey appear to be supportive of institutional resources and services that are germane to their own assignment or functions at the college.

2. Lower levels of support for the essential nature of certain institutional resources or services may reflect a lack or awareness or knowledge about their contribution to the educational goals of the college.

3. Certain institutional resources and services are used more heavily by some groups than others (students, faculty, administrators, etc.). This tends to give the impression that a particular service has marginal value to non-users when in fact existing limited staffing patterns may only allow service to be provided to a limited number of people or programs.

SUGGESTIONS FOR FURTHER AND FUTURE PROGRAM REVIEW:

1. It is essential that an examination of the effectiveness of services and treatment of special and/or nontraditional students attending PCC be undertaken.

2. There is a need to implement an information system that allows certain institutional services to make their actual and potential contribution better known to all segments of the PCC staff and community at large.

THERE IS A DANGER IN MAKING PROGRAM REVIEW ASSESSMENTS BASED ON INTERPRETATIONS OF THE ESSENTIAL NATURE OF USEFULNESS OF CERTAIN SERVICES BY THOSE WHO HAVE LITTLE OR NO KNOWLEDGE ABOUT OR CONTACT WITH THEM.

TASK FORCE OBSERVATIONS: PCC STAFF PERCEPTIONS OF PROGRAMS

MAJOR FINDINGS: (Based on Summary Tables 8,9,10, and 11)

1. Overall, fewer survey respondents perceived that local high schools and four year colleges have an image of PCC offering programs of high quality than believed that current or former PCC students thought the college offered high quality programs. (Table 8)

2. Survey respondents were more likely to perceive transfer programs to be very important to faculty and students than to other PCC staff members or the community. (Table 8)

3. Survey respondents perceived vocational programs to be very important to students, community citizens, faculty, and counselors. (Table 8)

4. A high proportion of survey respondents perceived student personnel services to be very important to students and faculty, but fewer perceived this to be true for community citizens. (Table 8)

MORE SURVEY RESPONDENTS INDICATED THAT VOCATIONAL PROGRAMS WERE VERY IMPORTANT TO THE CITIZENS OF THE COMMUNITY THAN INDICATED THAT TRANSFER PROGRAMS WERE VERY IMPORTANT TO THE COMMUNITY.

5. PCC staff respondents indicated that they believed the community thought its access to day and evening programs was good. (Table 9)

6. The majority of respondents indicated that the departmental organization at PCC is satisfactory, but about one third indicated that it needed review. (Table 9)

7. Methods of assessing the quality of education programs and services were viewed as poor and needed review. (Table 9)

8. A strong majority of full-time and part-time faculty indicated that course objectives have been reviewed within the past two years and are available. About three-fourths the full-time faculty and one-half the part-time faculty said that course objectives have been revised within the past two years. (Table 10)

9. Less than half the full- or part-time faculty indicated that student course evaluations were obtained each semester, but more full-time than part-time faculty said student evaluations were retained and recorded systematically. (Table 10)

10. A majority of full-time faculty compared to half the part-time faculty noted that student characteristics have changed over the past few years. (Table 10)

11. The most frequently reported instructional methods utilized by faculty were the lecture, audio-visual media, and group discussion. (Table 11)

MAJOR IMPLICATIONS OF FINDINGS: Current Program Review

1. Steps should be taken to improve the PCC image with local high schools and four-year colleges.

2. The Board, community citizens and PCC administrators need better to be informed about the transfer programs and vocational programs of PCC.

3. Community citizens and the Board need to be informed more fully about student personnel services.

4. Generally, the organization of PCC by departments is deemed satisfactory.

5. Methods of assessing program quality need to be improved.

6. Written course objectives are available, reviewed and revised.

7. The changing characteristics of students should be noted and examined.

8. More student input is needed for program review.

9. Use of traditional instructional methods, in light of the changing student populations at PCC, should be evaluated.

SUGGESTIONS FOR FUTURE PROGRAM REVIEW:

1. The PCC story needs better to be told. An effort should be undertaken to determine the knowledges and impressions feeder high schools have about PCC. As necessary, Student Personnel Services and the Office of Instruction should develop an effective program to enhance the image of the college.

2. Based on the survey responses, the management structure by departments should remain.

3. A systematic review of course objectives for evening and day courses should be undertaken to ensure that all courses meet the defined standards of the institution. Individual program assessment methods should be improved to ensure instructional quality.

4. Instructional methods at PCC should be evaluated in light of changing student characteristics. A study of student characteristics should be made to assess the need for new or different student support services such as tutoring, developmental education, job placement, paid work experience, child care services, and so on.

5. More student input should be obtained to determine program effectiveness and student follow-up should be used to assess instructional programs and counseling services.

Table 1

SUMMARY OF FACULY RESPONSES BY TYPE OF COURSES TAUGHT

Emphasis of Courses Taught	Response Pattern by Type of Faculty Member: Full-time Faculty Number	Full-time Faculty Percent	Part-time Faculty Number	Part-time Faculty Percent
1. College Transfer	102	47.9%	20	20.4%
2. Vocational/Career	40	18.8	27	27.6
3. Elective Courses	5	2.3	10	10.2
4. Developmental Courses	3	1.4	2	2.0
5. Transfer/Vocational	11	5.2	3	3.0
6. Transfer/Electives	2	.9	—	--
7. Vocational/Electives	2	.9	—	--
8. Vocational/Developmental	1	.5	1	1.0
9. Other	--	--	6	6.2
10. Not Stated	47	22.1	29	29.6
TOTALS	213	100.0%	98	100.0%

Source: Compiled by CARVELL from returned faculty survey responses.

Table 2

SUMMARY OF SURVEY RESPONSES RELATED TO:
EDUCATIONAL FUNCTIONS AND MISSION OF THE COLLEGE

Major Function/Mission	Percent of Responses Indicating Goal Is Essential To PCC: TOTAL (366)	ADMINIST. (19)	DEPT. CH. (17)	F-T FACULTY (213)	P-T FACULTY (98)	COUNSELORS (13)
1. General Education	90.2%	89.2%	88.2%	92.9%	88.8%	76.9%
2. Occupational Prep.	87.7	100.0	82.4	88.3	85.7	76.9
3. College Transfer	89.9	94.7	82.4	91.1	87.8	84.6
4. Developmental Educ.	54.6	73.7	29.4	57.3	47.9	61.5
5. Continuing Educ.	57.9	52.6	47.1	58.7	63.3	38.5
6. Guidance Program	57.9	79.0	64.7	57.8	50.0	76.9
7. Community Services	31.4	31.6	11.8	32.4	33.7	15.4
PRIORITY OF EDUCATIONAL FUNCTIONS ASSIGNED BY PCC RESPONDENTS						
GENERAL EDUCATION	1	3	2	1	1	3.5
VOCATIONAL EDUCATION	2.5	1	3	2.5	2	1.5
COLLEGE TRANSFER	2.5	2	1	2.5	3	1.5
DEVELOPMENTAL EDUC.	4.5	5	6	4	5	5
CONTINUING EDUC.	4.5	6	4	5	4	6
GUIDANCE PROGRAM	6	4	5	6	6	3.5
COMMUNITY SERVICES	7	7	7	7	7	7

Source: Compiled by CARVELL from returned survey responses. Six unidentified survey forms are included in TOTAL, but not shown separately.
Number of returned survey forms upon which percents are computed is shown in parentheses.

Table 3

SUMMARY OF PCC RESPONDENTS RELATED TO:
CONFIRMATION AND UNDERSTANDING OF EDUCATIONAL GOALS AND FUNCTIONS

Statement Regarding Goals	Percent of Responses Indicating Statement Is Generally TRUE: TOTAL (366)	ADMINIST. (19)	DEPT. CH. (17)	F-T FACULTY (213)	P-T FACULTY (98)	COUNSELORS (13)
1. Goals have been reviewed by college personnel and Board within past 2 yrs.	37.7%	47.4%	64.7%	39.9%	23.5%	46.2%
2. Board understands and supports PCC goals	42.1	73.7	52.9	41.3	34.7	46.2
3. Administration supports PCC educational goals	53.8	84.2	76.5	50.7	50.0	46.2
4. Faculty understands and supports PCC goals	74.0	73.7	82.4	80.3	56.1	84.6
5. PCC students understard college's educational goals	30.3	47.4	29.4	29.6	25.5	53.9
6. Community at large understands & supports PCC educational goals	31.4	63.2	41.2	31.0	25.5	38.5
7. Other educational goals should be considered for PCC	13.1	15.8	17.7	14.1	7.1	15.4

Source: Data compiled by CARVELL from returned survey responses. Six unidentified survey forms are included in TOTAL, but not shown separately.
Number of returned survey forms upon which percents are computed is shown in parentheses.

Table 4

SUMMARY OF SURVEY RESPONSES RELATED TO:
REVIEW OF EDUCATIONAL AND ORGANIZATIONAL CLIMATE

Statement About Climate	Percent of Responses Indicating Statement is Generally TRUE: TOTAL (366)	ADMINIST. (19)	DEPT. CH. (17)	F-T FACULTY (213)	P-T FACULTY (98)	COUNSELORS (13)
1. People believe others at PCC are trustworthy	77.1%	89.5%	82.4%	74.7%	77.6%	92.3%
2. People are informed about issues and decisions that affect them	33.6	31.6	47.1	28.6	43.9	15.4
3. People want to achieve and do a good job	84.7	94.7	82.4	84.5	83.7	76.9
4. People share a common perception about the essential goals of PCC	44.5	31.6	58.8	44.2	44.9	53.9
5. There is goodwill among people at PCC	57.9	63.2	64.7	56.3	62.2	38.5
6. People at PCC share a sense of teamwork, group spirit, and belonging at the college	49.7	63.2	52.9	49.8	46.9	53.9
7. People are proud of PCC	86.3	89.5	100.0	85.9	81.6	100.0
8. Faculty and administration share mutual respect	33.6	36.8	41.2	25.4	53.1	7.7
9. Faculty and students share mutual respect	84.1	78.9	82.4	85.0	82.7	92.3
10. People at PCC believe that they are movers rather than passive participants	45.4	52.6	41.2	45.1	45.9	38.5
11. People strive to improve the college	71.6	78.9	76.5	72.3	66.3	76.9

Note: PEOPLE in items shown above refer to all employees working for PCC.

Source: Compiled by CARVELL from returned survey responses. Six unidentified forms included in TOTAL.

Table 5

SUMMARY OF SURVEY RESPONSES RELATED TO:
ESSENTIAL NATURE OF PCC INSTITUTIONAL SERVICES AND INSTRUCTIONAL RESOURCES

Institutional Support Services	Percent of Responses Indicating That Item Is Essential to PCC Goals: TOTAL (366)	ADMINIST. (19)	DEPT. CH. (17)	F-T FACULTY (213)	P-T FACULTY (98)	COUNSELORS (13)
1. Admin. Computer Services	49.2%	89.5%	88.2%	43.2%	41.8%	84.6%
2. Faculty/Staff Development	48.1	52.6	47.1	46.5	50.0	61.5
3. Institutional Research	30.9	78.9	29.4	27.2	28.6	30.8
4. Public Information Services	54.9	73.7	47.1	57.8	44.9	53.9
5. Community Liaison Services	47.0	47.4	35.3	50.2	39.8	46.2
6. Personnel Services	72.1	84.2	82.4	76.5	54.1	92.3
7. Affirmative Action Program	46.4	84.2	58.8	43.7	40.8	53.9
8. College Bookstore	88.2	100.0	82.4	86.4	88.8	100.0
Instructional Support Resources:						
9. Instructional Computer Ctr.	59.3%	89.5%	88.2%	59.2%	46.9%	69.2%
10. Instructional TV	37.7	47.4	47.1	37.1	36.7	30.8
11. College Radio (KPCC)	32.8	5.3	41.2	37.6	25.5	38.5
12. Library Resources	94.3	94.7	94.1	95.8	90.8	100.0
13. Learning Assistance Center	71.3	84.2	76.5	74.2	62.2	69.2
14. Instructional Resource Center	83.1	84.2	82.4	86.9	78.6	76.9
15. Outreach Programs for Business/Industry	42.6	63.2	52.9	42.7	35.7	30.8
16. Extended Campus Programs	51.6	52.6	41.2	49.3	60.2	38.5
17. Cooperative Education	24.6	15.8	17.7	23.9	28.6	30.8
18. PCC Community Skills Ctr.	48.6	63.2	58.8	47.4	42.9	76.9
19. Intercollegiate Athletics	32.2	36.8	47.1	28.6	34.7	53.9

Source: Compiled by CARVELL from returned survey responses. Six unidentified forms included in TOTAL.

Table 6

SUMMARY OF SURVEY RESPONSES RELATED TO:
ESSENTIAL NATURE OF PCC STUDENT PERSONNEL SERVICES

Student Personnel Services	Percent of Responses Indicating That Item Is Essential to PCC Goals: TOTAL (366)	ADMINIST. (19)	DEPT. CH. (17)	F-T FACULTY (213)	P-T FACULTY (98)	COUNSELORS (13)
1. Student Admission Proced.	84.1%	94.7%	100.0%	83.6%	77.6%	100.0%
2. Registration Procedures	83.1	94.7	100.0	82.6	75.5	100.0
3. Student Records	89.6	100.0	94.1	92.0	79.6	100.0
4. Academic/Educational Counseling	77.6	84.2	82.4	75.1	77.6	92.3
5. Vocational/Career Counseling	72.4	84.2	88.2	70.9	67.4	92.3
6. Personal Counseling	42.6	36.8	41.2	42.7	39.8	84.6
7. Job Placement Services (For Students)	51.9	52.6	41.2	49.8	56.1	76.9
8. Scholarships/Financial Aids For Students	68.0	84.2	76.5	68.1	61.2	84.6
9. Student Activities and Government	53.5	57.9	47.1	55.0	47.9	76.9
10. Student Health Service	75.1	94.7	64.7	80.3	61.2	76.9
11. Psychological Services	59.0	63.2	64.7	64.3	41.8	69.2
12. Testing Services	63 7	84.2	82.4	64.8	47.9	100.0

Source: Compiled by CARVELL from returned survey responses. Six unidentified forms included in TOTAL.

Table 7

SUMMARY OF SURVEY RESPONSES RELATED TO:
ESSENTIAL NATURE OF SPECIAL STUDENT SERVICES AND PROGRAMS

Special Student Services	Percent of Responses Indicating That Item Is Essential to PCC Goals: TOTAL (366)	ADMINIST. (19)	DEPT. CH. (17)	F-T FACULTY (213)	P-T FACULTY (98)	COUNSELORS (13)
1. Child Care Center	39.9%	42.1%	29.4%	41.3%	34.	53.9%
2. Extended Opportunity Program (EOP)	25.7	31.6	23.5	25.8	23.5	38.5
3. Tutorial Services	50.5	52.6	41.2	55.4	39.8	61.5
4. Career Information Services	50.5	68.4	29.4	48.8	53.1	76.9
5. Support Services For Handicapped	71.3	57.9	58.8	71.4	72.5	92.3
6. Support Services For Returning Students	45.4	42.1	41.2	46.5	42.9	61.5
7. Support Services For Skill Deficient	51.6	42.1	35.3	55.4	44.9	69.2
8. Support Services For International Students	39.9	26.3	29.4	46.5	29.6	38.5
9. Other Student Services	3.8	--	5.9	5.6	--	7.7

Source: Compiled by CARVELL from returned survey responses. Six unidentified forms included in TOTAL.

Table 8

PCC STAFF PERCEPTIONS OF HOW OTHERS VIEW PCC PROGRAMS AND SERVICES

Other Groups In Community	Percent of Responses Expressing Belief On How Other Groups View PCC Programs: TOTAL (366)	ADMINIST. (19)	DEPT. CH. (17)	F-T FACULTY (213)	P-T FACULTY (98)	COUNSELORS (13)
Image of PCC Educational Programs as HIGH QUALITY by:						
. Community Citizens	77.3%	100.0%	88.2%	78.4%	69.4%	84.6%
. Employers/Businesses	71.3	100.0	70.6	72.8	63.3	76.9
. Local High Schools	58.7	79.0	52.9	59.6	51.0	92.3
. Full-time PCC Students	78.7	89.5	94.1	82.2	65.3	92.3
. Part-time PCC Students	80.0	89.5	94.1	81.2	72.5	92.3
. Former PCC Students	82.5	94.7	94.1	85.9	69.4	92.3
. Four Year Colleges/Univ.	56.8	84.2	94.1	57.3	41.8	92.3
. Other Community Colleges	61.5	89.5	88.2	62.0	49.0	84.6
PCC Transfer Programs Are VERY IMPORTANT to:						
. Community Citizens	59.8%	79.0%	82.4%	60.6%	49.0%	76.9%
. PCC Board Members	54.6	89.5	76.5	55.9	37.8	76.9
. PCC Administrators	59.8	89.5	88.2	57.8	49.0	84.6
. PCC Instructors	81.7	100.0	94.1	86.4	65.3	84.6
. PCC Counselors	65.9	89.5	88.2	67.1	50.0	92.3
. Current PCC Students	74.0	84.2	82.4	75.1	65.3	100.0
. Former PCC Students	72.4	84.2	82.4	76.1	56.1	100.0

Table 8 Continued

PCC STAFF PERCEPTIONS OF HOW OTHERS VIEW PCC PROGRAMS AND SERVICES

Other Groups in Community	Percent of Responses Expressing Belief On How Other Groups View PCC Programs: TOTAL (366)	ADMINIST. (19)	DEPT. CH. (17)	F-T FACULTY (213)	P-T FACULTY (98)	COUNSLEORS (13)
Vocational/Career Programs Are VERY IMPORTANT to:						
. Community Citizens	70.5%	100.0%	70.6%	75.6%	53.1%	84.6%
. PCC Board Members	49.2	79.0	82.4	50.2	34.7	53.8
. PCC Administrators	56.6	94.7	82.4	56.8	42.9	53.8
. PCC Instructors	70.2	68.4	76.5	74.7	60.2	69.2
. PCC Counselors	67.5	89.5	82.4	70.4	51.0	100.0
. Current PCC Students	76.8	94.7	76.5	82.2	62.2	84.6
. Former PCC Students	72.4	84.2	76.5	77.9	57.1	84.6
Student Personnel Services Are VERY IMPORTANT to:						
. Community Citizens	31.4%	63.2%	35.3%	30.1%	24.5%	61.5%
. PCC Board Members	39.1	73.7	47.1	37.1	32.7	38.5
. PCC Administration	49.4	89.5	76.5	47.2	38.8	53.8
. PCC Instructors	54.9	79.0	64.7	56.8	45.9	46.2
. PCC Counselors	53.6	94.7	64.7	53.5	37.8	92.3
. Current PCC Students	50.5	94.7	41.2	51.6	37.8	84.6
. Former PCC Students	45.1	89.5	52.9	46.5	28.6	76.9

Source: Compiled by CARVELL from returned survey responses. Six unidentified forms included in TOTAL.

Table 9

SUMMARY OF SURVEY RESPONSES RELATED TO:
CURRENT EDUCATIONAL PROGRAM CHARACTERISTICS

Statement Regarding Programs	Percent of Responses Indicating Statement Is Generally TRUE: TOTAL (366)	ADMINIST. (19)	DEPT. CH. (17)	F-T FACULTY (213)	P-T FACULTY (98)	COUNSELORS (13)
1. Community believes access to credit program in DAY is good	73.2%	94.7%	88.2%	72.8%	65.3%	92.3%
2. Community believes access to credit programs in EVENING is good	79.2	79.0	94.1	77.0	82.7	76.9
3. Balance between academic and developmental educ. programs is satisfactory	42.1	42.1	52.9	42.7	39.8	46.1
4. Balance between academic and developmental educ. programs need review	35.8	47.4	52.9	36.6	24.5	61.5
5. Balance between academic and vocational programs is satisfactory	46.2	52.6	64.7	45.5	40.8	61.5
6. Balance between academic and vocational programs need review	37.4	52.6	47.1	39.9	26.5	46.1
7. Current organization at PCC by department is satisfactory	60.9	63.2	88.2	63.9	52.0	53.8
8. Organization by department needs to be reviewed	32.2	57.9	29.4	33.8	24.5	30.8
9. Methods for assessing quality of educational programs and services:						
Exist & are satisfactory	28.1	21.0	11.8	30.5	24.5	46.1
Exist but need review	37.4	57.9	52.9	41.3	21.4	46.1
Do not exist, but should	12.0	15.8	35.3	12.2	6.1	15.4
Do not exist & no need	3.6	15.8	—	2.8	3.1	7.7

Source: Compiled by CARVELL from returned survey responses. Six unidentified forms included in TOTAL.

Table 10

SUMMARY OF FACULTY RESPONSES TO REVIEW OF INSTRUCTIONAL PROGRAMS

Program Review Characteristics	Percent of Responses by Type of Faculty Member: Full-time Faculty (n= 213)	Part-time Faculty (n= 98)
1. Written objectives are available in courses taught by instructor	88.3%	86.7%
2. Course objectives have been reviewed within past 2 years	87.3	79.6
3. Course objectives have been revised within past 2 years	73.2	52.0
4. Student course evaluations are obtained each semester	35.7	48.0
5. Student evaluations are retained and recorded systematically	72.7	41.8
6. Student follow-up contacts are made	32.4	16.3
7. Facilities in area of teaching: are considered:		
. VERY GOOD:	39.4	43.9
. SATISFACTORY	37.6	39.8
. POOR	16.9	10.2
8. Equipment used in courses is:		
. VERY GOOD	35.7	42.9
. SATISFACTORY	44.1	35.7
. POOR	11.3	8.2
9. Instructional resources and supplies used in subject area are:		
. VERY GOOD	41.3	36.7
. SATISFACTORY	42.7	39.8
. POOR	7.5	13.3

Table 10 Continued

SUMMARY OF FACULTY RESPONSES ABOUT REVIEW OF INSTRUCTIONAL PROGRAMS

Program Review Characteristics	Percent of Responses by Type of Faculty Member: Full-time Faculty (n= 213)	Part-time Faculty (n= 98)
10. Courses should be added to subject area taught to improve program quality (YES responses)	36.2%	32.7%
11. Some courses in subject area should no longer be taught (YES responses)	12.2	4.1
12. Staff development/inservice should be made available to improve program quality	31.0	22.4
13. Student characteristics have changed over the past few years	63.8	43.9

Source: Data compiled by CARVELL from returned survey responses.

Table 11

SUMMARY OF FACULTY RESPONSES TO USE OF INSTRUCTIONAL METHODS

Type of Instructional Methods Used	Percent of Responses by Type of Faculty Member: Full-time Faculty (n= 213)	Part-time Faculty (n= 98)
1. Lecture by Instructor	88.3%	90.8%
2. Audio-visual Media	70.4	56.1
3. Group Discussion	67.1	68.4
4. Individualized Instruction	54.9	45.9
5. Laboratory/Shop Work by Students	51.2	34.7
6. Group Projects by Students	36.2	33.7
7. Guest Speakers	32.9	29.6
8. Independent Study by Students	31.0	20.4
9. Field Trips	28.2	23.5
10. Team Teaching	19.7	4.1
11. Work Experience	15.0	11.2
12. Computer Assisted Instruction	6.1	2.0
13. Other Methods	8.5	12.2

Source: Data compiled by CARVELL from returned survey responses.

Appendix C

REPRESENTATIVE COMMENTS: BY TOPIC AND TYPE OF RESPONDENT

Compiled from Survey Responses by
the Consultants

REPRESENTATIVE COMMENTS: By Topic and Type of Respondent

Comments written on the Faculty & Administrative Survey form administered in late December 1981 through early January 1982 were reviewed by the study team. A total of 366 of 700 survey forms were returned. About 80 percent of the returned forms had various comments written on them.

The confidential comments were read by the study team and categorized by topic. A total of seven major topics were used for analysis. Some of these major topics had sub-issues that were noted separately in the selected comments. The major topics used for the presentation of comments are noted below.

1. Specific comments about the survey itself and program review in general
2. Comments on PCC mission, goals, and philosophy
3. Comments on organizational climate, communications, and staff relations at PCC
4. Comments on departmental organization
5. Comments on the quality or effectiveness of various instructional programs, and instructional resources
6. Comments on staff and professional development
7. Comments on student needs and characteristics

The comments that appear in the following section reflect the wide range of opinion. Selected comments are grouped by type of respondent. In order to provide the confidentiality that was assured during the survey, no names are used, and no comments using names were included. So far as possible the comments have been presented as written. All comments appearing on the survey form were not used in order to avoid needless repetition because many comments stated essentially the same thing; therefore, the comments used were selected by the study team because they represent the sentiments and ideas of a larger group of respondents on a given topic or they provide a particular viewpoint that is valuable in consideration of plans for a given program or service at the college.

The number of comments on a topic reflects the proportion and/or length of comments on the topics. Although they are grouped by major topic, the comments are not presented here in any hierarchical sequence.

SURVEY AND PROGRAM REVIEW

1. ...this survey and program review are being conducted at the wrong time. With cutback of educational expenditures at the federal level, I believe the ratio of transfer students to non-transfer students will rise over the next few years. (Full-time Faculty)

2. Evening division (faculty) do not have a direct communications line to answer half of these questions with any intelligence. (F-T Fac.)

3. (In Part II) "people who work at PCC" is too general and sidesteps the conflicts which have developed between the administration, board, and the teaching faculty. (F-T Faculty)

4. These questions are terrible! How much was paid for this survey? (Counselor)

5. I have found filling out this survey extremely frustrating. For example, under Part III what is actually meant by "Essential to PCC"? Essential to fulfill stated goals? To attract students? To maintain quality education? To improve education? To retain students? To increase our financial position? ... (F-T Faculty)

MISSION, GOALS AND PHILOSOPHY

1. The community and board are supportive of the college, but they may not understand clearly the goals. (Administrator)

2. The mission of the college regarding developmental education needs to be identified. "...to what extent should PCC provide developmental education courses?" The change in population, economic and social trends, and student enrollment patterns would seem to dictate that if we are to provide for the expressed needs of the community, perhaps our priorities (fiscal and human) should be examined. (Administrator)

3. PCC is trying to be too many things to too many people. We should assess priorities and evaluate regularly. (Dept. Chair)

4. We should have goals related to citizenship, a sense of community, and ethics. (Dept. Chair)

5. We should have a commitment to replace full-time vacancies with full-time staff (faculty). (Dept. Chair)

6. Improve the quality of the college transfer programs at PCC. My concept of college goals may differ from others so how do I know if my concept of goals is or is not supported by others? (F-T Faculty)

7. (we need) honest communication about other educational goals for examination. (F-T Faculty)

8. If it has not been determined what the goals are, how can one comment on who supports them? (F-T Faculty)

9. There is no leadership on (goals), so there is no communication as to what the goals are. (F-T Faculty)

10. We should aim for excellence in all matters that impinge directly on interaction at the classroom level and reduce preoccupation with administrative matters and non-instructive arenas of the college. (F-T Faculty)

11. I believe a community college should teach college level subjects and that remedial skills should be extention of elementary and high schools in a community. (F-T Faculty)

12. (Suggested topics that PCC goals should address were: More humanities; international education; physical education, exercise, recreation, health, opportunity to participate on a team for

competition; social ethics and self understanding; needs of returning and older students; social interaction between students and community service projects; nontraditional students and developmentally disabled; and women. (All suggested by F-T Faculty)

ORGANIZATIONAL CLIMATE, COMMUNICATIONS, STAFF RELATIONS

1. I am not sure the various groups, i.e. administrators, faculty, or classfied all feel the same group spirit for the entire PCC team, but I feel there is goodwill within each group. (Administrator)

2. There is a need for more direction for the staff to be given by the president. (Administrator)

3. We hear a lot about the "communications" problem. However, in my area and with those people my area interfaces with, there does not seem to be a problem. It leads me to wonder whether the more vocal staff members have talked so much about "communications" problems that the rest of us have been programmed to believe a problem exists, when in fact, it does not. (Admin.)

4. Most of the negative (feelings) are, I believe, general faculty perceptions developed since Prop. 13 and collective bargaining. (Dept. Chair)

5. (Our) department holds monthly staff meetings and both certificated and classified attend. ...Minutes of our staff meetings are distributed to administration. Thus, good liaison is provided and department employees are informed. ...There is good rapport and mutual respect prevails insofar as (our department) and administration is concerned. (Dept. Chair)

6. Professors complain about professors. Most tenured professors are tired of teaching and cheat the students by their unavailability, disinterest, and lack of empathy. (Dept. Chair)

7. I believe there is a lack of respect by many faculty for one or more top level administrators. (Dept. Chair)

8. There exists a morale factor. No communications, but for a selected few, academic intimidation, and distrust for those who are politically active. (Dept. Chair)

9. (There is) a great deal of inertia. A lack of knowledge concerning changes in curriculum and organization. The board of trustees does not show respect or appreciation for professionalism of staff --little support for creativity of staff. (F-T Faculty)

10. There is a feeling of stress between administration and faculty that leads to ennui and lack of cooperation in working for the good of the college. Generally, individuals work to improve their own performance, a personal effort either in teaching here or in other professional efforts. (F-T Faculty)

11. The feeling (striving to improve the college) has been missing for a few years in many of the staff. (F-T Faculty)

12. People at PCC (faculty and administration) tend to be very ingrown and not open to new ideas, especially the board. (F-T Faculty)

13. The faculty feels, increasingly, that they are not movers in the college. We feel that we have no voice in college policies.... (F-T Faculty)

14. Administration makes decisions in response to crisis rather than with regard to thoughtful input by staff... The standard attitude seems to be, "we'd love to have your input but unfortunately its too late for that now." It's usually too late because of a lack of forsighted planning. (Counselor)

15. ...There is profound distrust of the administration by large numbers of the faculty. The positive implications (feelings) were true for many years but have soured and given way to cynicism.... (F-T Faculty)

16. The people I work with have positive feelings and trust for each other, ...but, this is not campuswide. (F-T Faculty)

17. Some people are very negative about the college. Some are vindictive when things don't go their way. (F-T Faculty)

18. There is a feeling among the faculty that their knowledge and judgment is considered of little importance by the administration. (F-T Faculty)

19. I sometimes have the feeling that the teachers are the foot soldiers while the administrators are the generals who are sitting safely back at headquarters. The foot soldiers are the last ones to know when the generals are mounting a new campaign which will cause the foot soldiers to lose their lives. (F-T Faculty)

20. (During) the past years, the administration has shown disregard, almost contempt, for the faculty. The board of trustees has reflected this too. This Fall, the situation seems to have improved a little, but it is still too real. (F-T Faculty)

21. ...There is a general apathy among most of the faculty and merely a desire to collect with little or no sweat and commitment to a particular program. Skipping out of classes or arriving late is a prevalent attitude and instructors who do attend classes on time are looked upon as being stupid and not working within the system or being overly ambitious. (Part-time Faculty)

22. In my own department the faculty seem to be working with a minimal effort and a quiet retirement. They resist change and are negative about any attempt to improve the program. (F-T Faculty)

23. The harmony one would like to see on the job (at PCC) is missing and it's difficult to put one's hand on the reasons. (F-T Faculty)

24. I am delighted with the warmth and caring of administrators, faculty, and staff. Having taught elsewhere, I can make a comparison. (F-T Faculty)

25. We need to reunite. (F-T Faculty)

DEPARTMENTAL ORGANIZATION

1. The departmental (organizational structure) is unwieldy and outmoded. (Administrator)

2. Some departments are too small and therefore provide fragmentation of effort. (Administrator)

3. (There is) much unneeded loss of morale about (department organization) by threats from top administration. Nothing is basically wrong, except that other colleges name it differently. Titles of "Chairs" could be changed to "_____ Dean" and would, in general, be accurate relative to smaller institutions. (Dept. Ch.)

4. Some curricula need to be relocated (Ex. Geography, Administration of Justice) but the basic organization is sound and has been an important factor in the development of excellent educational programs and the excellent reputation enjoyed by this college. Current organization allows department chairs to give close supervision and leadership in curricula and instrucrtional matters. (Dept. Chair)

5. Data processing is not necessarily an ideal marriage with Mathematics Department. (F-T Faculty)

6. Continue department organization as it exists. The chairs can provide more services than divisions or sectors. (F-T Faculty)

QUALITY OR EFFECTIVENESS OF INSTITUTIONAL AND INSTRUCTIONAL RESOURCES

1. I believe all programs listed (on the survey form, Part III) are either essential or beneficial. PCC is a fine institution, well rounded and responsive to the urban/suburban communities which it serves. A community college exists to serve the community. Diversity and flexibility are essential. I firmly believe PCC has both. (Administrator)

2. Support services for the skill-deficient is well done, and to serve the ever increasing numbers who are in need we could easily increase the activity many fold. ...I am not sure that, in a time of declining financial resources and a poor public image as to our scholarly respectability we should be expending ever increasing

effort and resources on the marginal student.

If we, because of less funding, must face reductions in services, I would want to place our efforts with the strong student who would have the strongest chance of profiting from instruction.

I know this sounds like "elitism" and I am not comfortable with that, but the economic future seems to indicate some hard choices down the line and major review of priorties may well make this one of the hard choices that we will have to consider. (Dept. Chair)

3. We need to expand the learning disabilities center. (F-T Faculty)

4. About five to ten years ago PCC had a terrific reputation in the community. The programs were viable and students coming for PCC were a cut above other junior college students. Lately, many outside sources are beginning to notice our lower standards. In my field (subject deleted by study team) we were superior, but now our program is fragmented and less career oriented, so we do not fare as well out in the competitive world. We do a good job now of transferring students to the state universities, but seem to be neglecting our own professional skills and educational program. These kids deserve an education that will lead them to a career, not an endless run of universities with no positions open after graduation for their outdated education. (F-T Faculty)

5. Public Information could be helpful, but it does not do a good job as it is. (Dept. Chair)

6. Public Information and Community Liaison services could be strengthened and expanded to help the community better understand the multitude of offerings at PCC. Often news items submitted to the local newspaper never appear in print. Two years ago, Department Chairs suggested that PCC buy space...on a regular basis. To my knowledge, it became another suggestion rather than any action being taken. (Dept. Chair)

7. The present child development center is unprofessional. (Dept. Ch.)

8. The child care center (is not effective). (It's) too bad PCC does not have an effective lab school where students could be sent to see and observe a model program. Too bad for kids, students, and professors not willing to put forth the effort to really give professionally. (Dept. Chair)

9. Cooperative Education is not effective. (Administrator)

10. What educational benefits come out of Cooperative Education? ... I was a teacher in the program. (F-T Faculty)

11. Student activities could pay its own way. (Dept. Chair)

12. There is much emphasis (and money spent) on athletic programs such as football. Too few students benefit by athletic scholarships

offered by PCC... (F-T Faculty)

13. The intercollegiate athletic program at PCC mimicks the behavior of UCS, Ohio State, and other big time jock factories. (Some coaches and counselors) teach (athletes) that they are a different type of student--athlete first, student second. They're encouraged to choose classes and majors that will facilitate their development as athletes as opposed to people... (Counselor)

14. The computer center is indispensable. I have used the IRC, instructional TV, testing services, and counseling services with a great deal of satisfaction.... I wonder how I would do without them. (Dept. Chair)

15. ...I would prefer to see the secretarial and other resources used by administration channelled into direct teaching, with resources allocated to smaller classes and more personal attention to each student. (F-T Faculty)

16. I know of one program that offers superb services...Handicapped Services. (F-T Faculty)

17. We need a new library, tutoring services need to be improved, and a child care center is essential. (F-T Faculty)

18. To cut back by eliminating "not needed or beneficial, but not essential" services would change the whole character and spirit of (PCC). Many services are really (and justly) required by law, but the law that requires them should support them adequately (affirmative action, handicapped services, etc.). (Dept. Chair)

19. There are some services that could be provided as well by other community agencies, both public and private. It may be more convenient to have these resources on campus, but it may not be financially justifiable, nor as professionally well-handled. (F-T Faculty)

20. Every time somebody says we need to serve a part of the community a new department (or program) is formed with more personnel employed which means it costs more money. But programs and services that have been operating for years must be cut back in their budget in order to support those services. (F-T Faculty)

21. There has been too much emphasis on remedial education at the expense of academic/transfer courses. Remedial must continue, but academic/transfer must be re-emphasized and strengthened, especially in humanities and languages. (F-T Faculty)

22. ...the board or administration has not given enough attention to the quality of its offerings. "More is better," has been the prevailing outlook. Classes with large numbers of students are looked upon favorably regardless of educational value. (F-T Faculty)

23. I feel the board and administration have written off the college

transfer function of PCC. There is an obsession with numbers--pressure to fill student seats with students requiring basic skills and remedial courses and to cancel smaller, higher level courses which attract qualified students who are four year (college) bound. (F-T Faculty)

24. Transfer programs seem to be shifting needlessly. (F-T Faculty)

25. Access to programs is limited by restricted hours (MWF, 9:00am to noon) during the day. (F-T Faculty)

26. We need more afternoon and weekend classes and new methods of evaluating programs. (F-T Faculty)

27. Assessment methods for quality of educational programs and student services need to be further developed. (F-T Faculty)

COUNSELING AND GUIDANCE SERVICES

1. My primary complaint is the mis-analysis by counselors of student course needs. It's probably insolvable, except by students taking more personal initiative. (Dept. Chair)

2. Many good academic/educational counselors are needed now. (Dept. Chair)

3. Expansion of student personnel services tends to make the college a major social service agency. Although most services are beneficial, the college needs to re-emphasize its instructional mission. Educational funds should be used more for instructional programs and less for "nice to have" social services, which are more appropriately provided by community or state non-educational agencies. (Dept. Chair)

4. Personal counseling should be available, but not on a required basis. (F-T Faculty)

5. Students need more guidance to sign up for appropriate courses and to choose attainable educational and/or vocational goals. In some of my classes, one-third of the students, called "new students" are not ready for the material, yet counselors have recommended the classes. There should be more screening and guidance. (F-T Faculty)

6. (Counseling) services are above average. There should be more emphasis on Cooperative Education by counselors and administration to increase enrollment. (F-T Faculty)

7. Get rid of team counseling and self-programming. Give counselors a case load of 400 students and make each counselor accessible to students during the entire day. Otherwise have faculty do the counseling. (F-T Faculty)

8. ...students could be counseled by faculty members in their own

discipline. Faculty could be paid for the extra time on the hourly scale. (F-T Faculty)

9. What percent of the entire student body use the testing services? (F-T Faculty)

10. We need to re-institute placement tests for entering students. (F-T Faculty)

11. ...career counseling has not been developed sufficiently...information provided is often out-of-date and inappropriate due to a lack of knowledge of community and student's profiles. Students spend time in classes they are not prepared for. More accurate and in-depth counseling needs to be done with all students who request it with more follow-up and monitoring. (F-T Faculty)

12. Counseling leaves much to be desired, but could be really essential if it were structured properly. (F-T Faculty)

13. Students who are not qualified for transfer courses should be counseled into nontransfer developmental classes. (F-T Faculty)

STUDENT CHARACTERISTICS

1. In fitness programs students have less commitment to finsih courses. (Dept. Chair)

2. Most students have weak backgrounds in algebraic skills -- which has always been true. (Dept. Chair)

3. Lower academic ability. Awful! (Dept. Chair)

4. ...Perhaps not much change in the last three years, but a decline in ability over the last decade. (Dept. Chair)

5. More nontraditional students. More students with reading problems. (F-T Faculty, Math)

6. More students work nearly full-time and have little time for extra-curricular activities or even conferences with instructors. (F-T Faculty, Communications)

7. Lower academic ability and lack of preparedness for college level work; increasing lack of courtesy and lack of respect for teachers; general apathy regarding assignments, responsibility, etc. (F-T Faculty, Foreign Language)

8. ...Higher academic ability, greater interest, and more nontraditional students. (F-T Faculty, Allied Health)

9. ...my students are more serious, interested and hard working. (F-T Faculty, Art)

10. More serious, better motivated, more responsible. (F-T Faculty,

English)

11. Great increase in foreign students, who work harder than U.S. students. All students are more serious about study than a year or two ago. (F-T Faculty, Engineering-Tech.)

12. ...The growing number of weak student requires individual instruction, while pressure is to keep or increase the large class sizes. This combination places unrealistic demands on instructors and shortchanges the students. (F-T Faculty)

13. ...lower academic, reading, and direction-following ability. Some more nontraditional students. Many more foreign born with low English language skills. The big problem is the greater range of academic and interest levels of students mixed in most of the classes I teach. (F-T Faculty, Computer Sciences)

14. (Our present) student characteristics are typified by: 1) lower academic ability, 2) lack of work ethic, 3) noncomprehension of methods and effort required for study, 4) bad study habits, 5) poor background in communication and math skills, 6) tendency to quit if there is no instant success (lack of persistence), 7) lack of goals and commitment, and 8) more difficult to motivate. (Dept. Chair)

PROFESSIONAL DEVELOPMENT

1. Show me a better way to teach my subject area. (F-T Faculty)

2. Plan inservice for teaching faculty, not administrative employees. (F-T Faculty)

3. ...a serious loss for faculty when they cannot attend professional meetings in other parts of the state or country. No speakers are brought on campus to talk about instruction in general. (F-T Fac.)

4. Set up teaching methods seminars for particular subject areas. (F-T Faculty)

5. Those who want updating will find ways. Many teachers are just waiting to retire and would not attend inservice. (F-T Faculty)

6. Good teachers strive for excellence and attempt to remain current. They should be encouraged to participate in professional conferences -- not just receive verbal back-patting, but receive monetary aid. (F-T Faculty)

7. We need inservice on curriculum development, improving teaching strategies, current issues and problems in teaching...(F-T Faculty)

Appendix D

COMPARISON OF DEPARTMENTAL EXPENDITURES
AND WSCH GENERATION

Appendix Table D-1

COMPARISON OF DEPARTMENTAL EXPENDITURES AND WSCH GENERATION

Department	Expenditures (FY 1980-81) $000s	% of Total	WSCH Generated (1st Census 1980-81) #000s	% of Total
1. Allied Health	$642.3	4.51%	16.0	3.61%
2. Art	941.6	6.62%	36.9	8.33%
3. Business	1,279.9	8.99%	57.5	12.99%
4. Communications	799.1	5.62%	23.4	5.29%
5. Coop-Education	217.7	1.53%	6.5	1.47%
6. Engineering-Tech	1,661.5	11.68%	50.8	11.48%
7. English	1,161.9	8.16%	35.1	7.93%
8. Foreign Language	499.2	3.51%	16.4	3.71%
9. Guidance	14.8	.10%	1.1	.25%
10. Life Science	704.3	4.95%	18.0	4.07%
11. Mathematics	901.2	6.33%	35.8	8.09%
12. Music	609.8	4.29%	13.1	2.96%
13. Nursing	1,084.8	7.62%	14.2	3.21%
14. Physical Education	1,327.3	9.33%	43.7	9.88%
15. Physical Science	853.5	6.00%	23.1	5.22%
16. Social Science	1,531.9	10.76%	50.9	11.50%
PCC Totals	$14,230.8	100.00%	442.5	100.00%

Notes: Instructional expenditures for FY 1980-81 rounded and expressed in thousands. WSCH rounded and expressed in thousands for TOPs taught wholely or in part within a department. First census, Fall and Spring 1980-81 were used for for comparison of departmental WSCH so that the two sets of data would be for the same time period. Summer session is not included in comparisons.

Source: Compiled by CARVELL from fiscal and WSCH data obtained from PCC for period shown.

Appendix E

PCC PROGRAM REVIEW TASK FORCE GUIDELINES FOR
CLASSIFYING CREDIT COURSES

Appendix Table E

PCC PROGRAM REVIEW TASK FORCE GUIDELINES FOR
CLASSIFYING CREDIT COURSES

The following guidelines were suggested by the Task Force as the basis for carrying out the consltant recommendation that all existing and future credit courses at PCC be placed in one of three broad priority categories.

Consultant Recommendation CATEGORY A: These courses are deemed very essential to PCC because were such courses not available, a student could not achieve an educational objective that is a defined function or part of the educational mission at PCC

Task Force Guidelines for Classifying Such Courses:

1. All general education courses required for an AA degree
2. All general education courses required for transfer to public four year institutions in California
3. All courses essential to attainment of a vocational certificate for which PCC is authorized to provide training or instruction
4. All courses and non-remedial prerequisite courses required for an approved major offered at PCC

Consultant Recommendation CATEGORY B: These courses are deemed necessary so that students can succeed in courses in Category A or reinforce instruction that is given in Category A courses

Task Force Guidelines for Classifying Such Courses:

1. All necessary remedial courses offered in each instructional program or TOP offered at PCC
2. Necessary developmental courses offered at PCC
3. Interdisciplinary or cross-disciplinary courses not in Category A
4. Other prerequisite courses not in Category A

Consultant Recommendation CATEGORY C: These courses are deemed useful or beneficial as enrichment or for gaining additional appreciation in a subject area, but without such courses, lower division college students would still be able to attain defined educational objectives that are part of the educational mission of PCC

Task Force Guidelines for Classifying Such Courses:

1. General education or transfer courses above lower division level (freshman or sophomore level)
2. Occupational preparation courses that are deemed primarily continuing education rather than for vocational purposes
3. Enrichment courses in general education, fine arts, transfer, or career preparation that are not classified in Category A or B

Appendix F

PCC PROGRAM REVIEW TASK FORCE GUIDELINES FOR PROGRAM ANALYSIS

Appendix F

PCC PROGRAM REVIEW TASK FORCE GUIDELINES FOR PROGRAM ANALYSIS

The following guidelines were agreed upon by the Task Force as the basis for examining and analyzing individual TOPs in relation to the six factors used for program review.

PROGRAM REVIEW FACTOR	SUGGESTED GUIDELINES FOR ANALYSIS
1. Weekly Student Contact Hour (WSCH Trend): PCC Average WSCH per TOP (Fall 1981): 2,114	NOTE: WSCH is merely an indicator of program size and in itself is not a trend until several program reviews have been conducted. It is suggested that no value be placed on the size of a given TOP on the basis of WSCH alone.
2. Class Size: PCC Median per TOP (Fall 1981): 35.0	Four guidelines for analysis were suggested: 2.1 10.0% to 15.0% BELOW PCC Median: 29.7 to 31.5 2.2 15.1% to 20.0% BELOW PCC Median: 28.0 to 29.6 2.3 20.1% or more BELOW PCC Median: Below 27.9 2.4 20.1% or more above PCC Median: Above 42.1
3. WSCH/FTEF (Faculty Load): PCC Average WSCH/FTEF (Fall 1981): 548	Four guidelines for analysis were suggested: 3.1 10.0% to 15.0% BELOW PCC Average: 466 to 493 3.2 15.1% to 20.0% BELOW PCC Average: 438 to 465 3.3 20.1% or more BELOW PCC Average: Below 437 3.4 20.1% or more above PCC Average: Above 659
4. Grade Pattern: PCC Average (Fall 1981): 90.4% Passed	Three guidelines for analysis were suggested: 4.1 10.0% to 15.0% BELOW PCC Average: 76.3 - 81.4% 4.2 15.1% to 20.0% BELOW PCC Average: 72.3 - 76.7% 4.3 20.1% or more BELOW PCC Average: Below 71.2% NOTE: When 90.4% of the end count students were issued passing grades, it is not possible to note TOPs that have a 20.1% higher average without exceeding 100.0%.
5. Student Retention Rate: PCC Average (Fall 1981): 72.3% Student Completion	Four guidelines for analysis were suggested: 5.1 10.1% to 15.0% BELOW PCC Average: 61.5 - 65.1% 5.2 15.1% to 20.0% BELOW PCC Average: 57.9 - 61.4% 5.3 20.1% or more BELOW PCC Average: Below 57.8% 5.4 20.1% or more above PCC Average: Above 86.8%
6. Assigned Instructional Expenditures per Annual Student Contact Hour: PCC Average (Fiscal 1980-81): $2.095 per Annual Contact Hr.	Four guidelines for analysis were suggested: 6.1 10.0% to 15.0% ABOVE PCC Average: $2.304-2.409 6.2 15.1% to 20.0% ABOVE PCC Average: $2.410-2.514 6.3 20.1% or more ABOVE PCC Average: Above $2.515 6.4 20.1% or more below PCC Average: Below $1.676

NOTE: Flagging various review factors using these guidelines merely points out that they are above the PCC average which may be explained by special circumstances in the TOP. Thus, flagging such factors means that the reason for variations should be sought.

Appendix G

ANALYSIS OF PROGRAMS AT VARIANCE WITH THE PCC AVERAGES

Appendix G

ANALYSIS OF PROGRAMS AT VARIANCE WITH PCC AVERAGES

		PROGRAM REVIEW ELEMENTS 1/				
TOPS NO.	NAME OF PROGRAM	WSCH/ FTEF	% PASS. GRADES	RETENTION RATES	EXPEND. An.C.H.	COMPOSITE SCORE
1106.00	Russian	...	.	.	...	
0599.00	Tax Studies	...	...	.	!	
1103.00	German	...		.	...	
0602.00	Journalism	...			...	
1004.00	Music	...			...	
1104.00	Italian			...	...	
1203.10	Nursing, R N	...		!	...	
1203.20	Nursing, Pract.	...		!	...	
1204.10	Dental Pro. Asstg.	...		!	...	
1204.20	Dental Pro. D.Hyg.	...		!	...	
1204.30	Dental Pro. D L T	...		!	...	•
2103.00	Parks & Rec. Mgmt.	...			...	
2107.70	Guidance	...		...		
0512.00	Insurance	...		...	!	•
0901.00	Engineering, Gnl	..			...	
0953.00	Drafting Tech	..			...	
1112.00	Arabic	!	..	...	!	
1203.30	Nurse Aide	...			..	•
1203.70	Medical Asstg.	...		!	..	•
2105.00	Admin. of Justice	..			...	
2202.14	Anthro., Mex-Am.	..			...	
4930.00	Gnl Studies, Guid.	..		...	!	
4931.00	Gnl Wk.Exp.-Coop Ed.	...	.	.		•
0506.50	Bus.Mgmt,Rec.&Tour	!	.	...	!	
0603.00	Radio/Television	...			.	
0808.20	Spec.Ed.,Serv.Aide	...		.	!	
0957.30	Civil & Const.Mgmt	...		.	!	•
1102.00	French			..	..	
1905.00	Chemistry			.	...	
0201.00	Environ. Design				...	
0401.00	Nat'l Life Science				...	
0504.00	Banking & Finance	!		...	!	
0511.00	Real Estate			...	!	•
0839.00	Industrial Arts		..	.		

1/ KEY: (.) 10-15% below PCC average performance (above for expenditures); (..) 15.1%-20% below PCC average performance (above for expenditures); (...) over 20% below PCC average performance (above for expenditures). The (!) indicates the TOP is over 20% above (below for expenditures) the PCC average for the factor. (•) in a column indicates the weighted composite score of the TOP for the current semester was lower than the average of the TOP for the base period.

Appendix G, Continued

ANALYSIS OF PROGRAMS AT VARIANCE WITH PCC AVERAGES

		PROGRAM REVIEW ELEMENTS[1]				
TOPS NO.	NAME OF PROGRAM	WSCH/ FTEF	% PASS. GRADES	RETENTION RATES	EXPEND. An.C.H.	COMPOSITE SCORE
0950.30	Aero & Aviat. Tech	!	...			
0952.30	Constr., Plumbing	!		...	!	
0956.50	Ind Tech Welding			...		•
0956.90	Ind Tech Music Ins.	...				•
1108.00	Japanese	!		...	!	
1109.00	Latin				...	
1204.00	Dental Pro. Gnl	...		!		
1301.00	Home Economics				...	
1911.00	Astronomy			...		
1914.00	Geology				...	
2202.00	Anthropology				...	
2202.12	Anthro., Asian	...			!	
2208.00	Sociology				...	
3002.00	Food Serv. Tech	...		!		
5345.00	Auto Mechanics,App.				...	

1/ KEY: (.) 10-15% below PCC average performance (above for expenditures); (..) 15.1%-20% below PCC average performance (above for expenditures); (...) over 20% below PCC average performance (above for expenditures). The (!) indicates the TOP is over 20% above (below for expenditures) the PCC average for the factor. (•) in a column indicates the weighted composite score of the TOP for the current semester was lower than the average for the TOP in the base period.

Prepared by CARVELL Education Management Planning, Inc. from PCC data sources listed in the Appendix of this report.

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DEC 30 1983